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ABSTRACT

The purpose of this study was to design, construct, and evaluate a self-instructional program of study for basic bibliographic research skills at Mankato State University Memorial Library, allowing for flexibility of time scheduling and previously acquired library skills. An existing syllabus for teaching the use of media resources and services at Mankato State University was divided into six distinct instructional units: (1) general introduction; (2) classification of materials and using the card catalog; (3) reference materials; (4) indexes, abstracts, and periodical materials; (5) United States Government Publications; and (6) special collections. Self instructional materials for each unit were written and produced. A pilot study was run to test informally the self-instructional materials to determine their general effectiveness when used as a sequenced course, and also as individual units out of sequence and independent from one another. Although involving a small number of students, the pilot study demonstrated that the materials could be used both as self-instructional packages and as independent units in large group presentations to teach library skills. The packages could be used either in a predetermined sequence, or in random order, with equal success. The program packages appended include scripts for self-instructional slide/tape presentations; however, nonprint materials are not included in ERIC. (Author/CWM)

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DEVELOPMENT OF A SELF INSTRUCTIONAL COURSE
FOR LIBRARY ORIENTATION AT
MANKATO STATE UNIVERSITY

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A Thesis
Presented to
the Faculty of the Graduate School
Mankato State University

In Partial Fulfillment
of the Requirements for the Degree
Specialist in Curriculum and Instruction: Media

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ABSTRACT OF THESIS

DEVELOPMENT OF A SELF INSTRUCTIONAL LIBRARY ORIENTATION COURSE

Sandra K. Ready
Specialist Degree in Curriculum and Instruction: Media
Mankato State University, 1978

1. Statement of the Problem: The purpose of this study was to (1) design, (2) construct, and (3) evaluate a self instructional program of study for basic bibliographic research skills at Mankato State University Memorial Library. This program was to allow for flexibility of time scheduling and to allow for previously acquired library skills.

2. Procedure: (1) An existing syllabus for teaching the use of media resources and services at Mankato State University was divided into six distinct instructional units. (2) Self instructional materials for each unit were written and produced. (3) A pilot study was run to test informally the self instructional materials to determine their general effectiveness when used as a sequenced course, and also as individual units out of sequence and independent from one another.

3. Findings: Although involving a small number of students, the pilot study demonstrated that the materials could be used to teach library skills. The materials could be used both as self instructional packages and as independent units in large group presentations. The packages could be used either in a predetermined sequence, or in random order, with equal success. A more detailed evaluation using a larger number of students should be done before a more significant evaluation may be made.

Date 30 Nov 1978

This thesis has been examined and approved by the student's
examining committee:

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Chapter 1

INTRODUCTION

Background

Early in 1970, Instructional Services was organized as an independently functioning unit within the Mankato State University Library-Media System. The primary purpose of the service unit was to provide for orientation and instruction of the Mankato State University Memorial Library users. Previous to 1970, library orientation and bibliographic instruction were available to users on an informal basis.

During the following four years, Instructional Services librarians observed, when dealing with students, a general deficiency in their research skills. Many Mankato State University students involved in library orientation classes taught by Memorial Library faculty had little or no knowledge of the library resources available to them, or skill at using the bibliography and reference tools related to the use of these resources. The foregoing resulted in librarians identifying a need for a more structured approach to library instruction. Historically, this need was identified as early as 1883 when the Annual Report of the President of Columbia University stated

. . . The average college student . . . is ignorant of the greater part of the bibliographical apparatus which the skilled librarian has in hourly use. . . . A little systematic instruction would so start our students on the right methods, that for the rest of their lives all their work in libraries would be more expeditious. . . . (Columbia University:46)

An article published in 1902 further expressed the need for formalized library instruction in a university program (Harper, 1902). This need was

stated again and again during the 1950's and 1960's (Hurt, 1934; Kirk, 1975; Joyce, 1961; Snider, 1965; Corlett, 1974).

In 1974, in an attempt to meet the students' needs for more library instruction at Mankato State University, Instructional Service librarians planned, developed, and tested a syllabus for teaching the use of media resources and services at Mankato State University (Ready, 1975). The Department of Instructional Media and Technology officially accepted and established the syllabus as a regularly offered elective course titled "Library Orientation", in the fall of 1976.

Statement of the Problem

During experimentation with the first syllabus for bibliographic instruction for Memorial Library users, students enrolled in the course repeatedly expressed a need for more than the allotted laboratory time to complete the individual units of study. One student summarized this feeling by saying, "There's too much to absorb in such a short time" (Wheeler, Spring, 1976). Also, numerous students inquired about the course but were unable to enroll due to scheduling conflicts. The inflexible nature of assigned class hours prevented their registering for the course for credit. Thus, the need to modify the course to allow more flexibility of time scheduling was identified. Discussion with students also indicated a need to allow for previously acquired library skills when redesigning the course.

The two major problems were the syllabus required modification to allow for more flexibility of time scheduling and to allow for previously acquired library skills.

Statement of the Purpose

One solution to these student-identified problems was to provide the bibliographic instruction in individual, self paced packages which allowed students to study only those research skills and information sources needed, and to work at their own rates of speed at a time convenient to them. The purpose, then, was a self instructional program of study for basic bibliographic research skills at Mankato State University Memorial Library.

Since experimentation had previously established that students in higher education can successfully learn through self instructional activities (Toft, 1974), it was decided to redesign the existing course syllabus (Ready, 1975) into a series of self paced instruction packages and evaluate their general effectiveness.

Assumptions and Limitations of the Field Study

The self paced instructional packages were designed to be used as tools for teaching basic library skills to undergraduate students, especially those at Mankato State University, and were intended to be used as introductory materials. The self paced instruction was not expected to make expert researchers of the students.

The Instructional Media and Technology Department determined that the course for which the packages were designed would constitute a minimum of ten hours of instruction in order to justify offering one quarter hour of academic credit.

Since earlier studies had demonstrated that library skills could be taught using programmed self instructional materials (Wiggins, 1973), it was assumed that students at Mankato State University would be able to

learn from this technique.

In order to run the pilot study, it was assumed students would recognize their need for bibliographic instruction and would voluntarily enroll in the self instructional course. The student performance data gathered during the pilot study may have been limited by the small number of students enrolled.

Definition of Terms

Abstract. A brief summary that gives the essential points of a book, pamphlet, or article (ALA:1).

Assignment. The work that has been allotted to the pupil or class (Good:44).

Audio-visual aid. Any device by means of which the learning process may be encouraged or carried on through the senses of hearing and/or sight (Good:23).

Bibliography. A list of books, maps, etc., differing from a catalog in not being necessarily a list of materials in a collection, a library, or a group of libraries (ALA:11).

Classification. A systematic scheme for the arrangement of books and other material according to the subject or form (ALA:30).

Educational resource center. A specially designed space containing a wide range of supplies and equipment for the use of individual pupils and/or small groups pursuing independent study; frequently provided are an open-stock library, a variety of audio-visual equipment and materials, and spaces for individual and small groups to study, preview

films, and hold meetings (Good:85).

Divided catalog. A card catalog separated for convenience of use into two or more units, as an author - title, and subject catalog (ALA:48).

Film. A motion picture or filmstrip (Good:240).

Government publications. Any printed or processed paper, book, periodical, pamphlet, or map, originating in or at the expense of, and by the authority of, any office of a legally organized government (ALA:65).

Index. A list of topics, names, etc., treated in a book or a group of books, with references to pages where they occur (ALA:72).

Instruction package, programmed. All the components of a specific unit of programmed instruction, including the instructional materials, learning aids, instructor guides, pre- and post-test, validation data, description of intended student population, and learning objectives (Good:306).

Microform. A reproduction so much smaller than the original that optical aid is necessary to view the image (ALA:87).

Open stacks. Library shelves to which readers have direct access for the examination of the books (ALA:94).

Periodical. A publication with a distinctive title intended to appear in successive, unbound, numbers or parts, at stated or regular intervals and, as a rule, for an indefinite time (ALA:99).

Pretest. A test given in order to determine the status of the testee or group in regard to some skill, aptitude, or achievement, as a basis for judging the effectiveness of subsequent treatment (Good:435).

Reference collection. A collection of books and other materials in a library useful for supplying information, kept together for convenience, and generally not allowed to circulate (ALA:112).

Reserve collection. A collection of materials segregated and restricted in circulation (ALA:116).

Self-paced. An arrangement of programmed materials whereby provision is made for the individual student to set his own schedule for learning, or rate of achievement, and to monitor his own progress (Good:525).

Slide. Any positive transparency mounted individually for use in a projector or for viewing by transmitted light; includes positive films mounted between glass as well as those employing emulsion on glass (Good:537):

Study, independent. Educational activity carried on by an individual seeking self-improvement, usually but not always self-initiated (Good:565).

Tape cartridge. A magazine or hard plastic case containing a reel or two of tape that is placed on a recorder without threading (Good:583).

Test, performance. Any test intended to measure actual accomplishment rather than potential ability or aptitude, regardless of how

the subject is instructed to respond (Good:600).

Tracing. The record on the main entry card of all additional headings under which the work is represented in the catalog (ALA:141).

Unit. A major subdivision of a course of study (Good:629).

Plan for the Study

In order to develop the self paced instruction packages and test their effectiveness, a series of separate activities were necessary. First, the existing syllabus (Ready, 1975) was examined to isolate concepts which could be taught as distinct units within the self instructional materials. After the individual units were identified, an appropriate learning mode (eg: slide/audio tape, film, printed manual) was determined for each. Following determination of the learning mode, scripts were written for each unit, keeping in mind two considerations. Each unit was independent of the others so that a student might choose to study one and none of its predecessors. Also, the units were designed to be used in random order if the student wished. Once scripts were completed, the audio-visual materials (eg: slides, audio tapes, etc.) needed were produced. Following non-print production, the complete student instruction packets were developed using Gindele's (1972) concepts for writing self instructional packages. According to Gindele, each individual package should consist of 1) a pretest, 2) a front cover or title page describing the contents and stating an approximate length of time expected for completion of the package, 3) a brief introduction to the package, 4) a list of behavioral objectives to be accomplished for the package, 5) a variety of assigned learning activities, and 6) a performance test, preferably

identical to the pretest (Gindele and Gindele, 1972).

Once the student packages were compiled, a pilot study was run to test informally the self paced instructional packages, as a course and also as separate units. Of primary concern was determining if the students could, indeed, learn the library skills from the self instructional packages. Also of interest was determining if the packages could be used as single units, separate from the complete course. In addition, some attempts at using the packages in random order were made to determine if the packages were, in truth, independent of one another.

Chapter 2

LITERATURE SURVEY

A search was made for existing self instructional packages which could be adapted for use at Mankato State University combining the descriptors "higher education, library instruction, and programmed or self instructional materials". A computerized search of the over 1400 information sources in ERIC (Educational Resources Information Clearinghouse) and LISA (Library and Information Science Abstracts) for the years 1968-1978, produced 112 citations related to self instructional bibliographic instruction for higher education. Of the 112 citations identified, twelve appeared to be directly related to the field study.

Mertins (1977) described bibliographic instruction programs used in five West Virginia colleges and universities. While two programs attempted to use a variety of audio-visual materials, neither had been developed as self instructional activities.

At Ball State University, a study was conducted to determine values of formal library instruction. Several of the units included in the experimental course were developed as independent study activities, but the course was tailored so closely to Ball State University's library that none could easily be adapted for use at Mankato State University (Stewart, 1976).

In response to a survey indicating library users to be deficient in research skills, Technological Institute of Monterrey, Mexico developed a programmed course in library skills. The individual units covered

business and highly specialized engineering topics, and were far too specialized for use in a general, introductory course (Maginnity, 1976).

Several courses were subject oriented (Trithart, 1976; Larson, 1972; Rutstein, 1975), and others were self instructional programmed book materials (Duvall, 1975; Rader, 1974), but none provided materials meeting the special needs of Mankato State University. As a result, it appeared to be necessary to design and/or construct the instructional materials, and run a pilot study using them to determine their general effectiveness.

Chapter 3

DEVELOPMENT OF THE SELF PACED INSTRUCTION PACKAGES

The first step in the development of the instruction packages was to determine what materials should be included in each package. The process required that the information included in the previously established syllabus for Library Orientation offered at Mankato State University (Ready, 1975) be broken down into distinct units, isolating separate concepts to be taught in each package. Six units were identified for instruction packages:

Unit

1) General introduction - The primary purpose of this unit is to give the student a general overview of what resources are available from the Mankato State University Library-Media System, and where they are located (see Appendix A).

2) Classification of materials and using the card catalog - The two primary purposes of this unit are to explain in basic terms the major similarities and differences between the two most common systems of library classification and to teach the student how to find information in the Memorial Library card catalog at Mankato State University (see Appendix B).

3) Reference materials - This package is designed to introduce the special materials found in the Memorial Library Reference collection to the student, and at the same time provide an introduction to their

location and physical arrangement in Memorial Library (see Appendix C).

4) Indexes, abstracts and periodical materials - This unit familiarizes students with a variety of indexing tools for use with periodical materials. It introduces the use of indexes and abstracts when identifying information contained in periodical sources at Mankato State University (see Appendix D).

5) United States Government Publications - The primary purpose of this unit is to acquaint students with the variety of information found in the U.S. Documents collection at Mankato State University, and to teach students to locate specific items using the Monthly Catalog of United States Publications (see Appendix E).

6) Special collections - This unit familiarizes students with six specialized collections of material found in Memorial Library, (ERIC) Educational Resources Information Center, Educational Resource Center, Minnesota Room, Map Room, United Nations Publications, and State and Urban publications. In each case, students are made aware of the type of material found in the collection, and learn procedures for locating specific items from the collections (see Appendix F).

Once the individual units were identified, an appropriate audio-visual medium was selected for use in each package. Two parameters were established to be used for determining the medium. First, the materials must be easily manipulated by the students, and second, they must be locally producible. Existing materials would be adapted for use whenever possible. The audio-visual media were developed as follows:

Unit

1) General introduction - A self guided audio tour of Memorial Library had been developed previously by Instructional Services

librarians. It was felt this tour could be used to meet the purpose of unit one (see Appendix A).

2) Classification of materials and using the card catalog - Information in this unit had previously been taught using transparencies and lecture method. No materials had been yet produced for a self instructional situation. It was decided to divide the unit into two parts: the first, explaining the differences between and similarities in the Dewey Decimal System of library classification and the Library of Congress System of library classification in use at Memorial Library, and the second, explaining specifically how to locate information using the Memorial Library card catalog.

Since the information in part one was explanatory, it was decided to use a printed booklet for this information (see Appendix B). For part two, a slide/tape program was developed to explain the specific steps to follow when locating information in the Memorial Library Card Catalog (see Appendix B).

3) Reference materials - Information in this unit had previously been taught using what can most easily be described as a show-and-tell lecture method, in which the instructor brought examples of a variety of specialized reference materials to the classroom, discussed them, and made them available for student examination. To duplicate this experience, a self guided audio tape was developed to familiarize students with the physical arrangement of the Reference Room in Memorial Library and also with the specialized reference materials found there (see Appendix C).

4) Indexes, abstracts, and periodical material - Previously, this unit had been taught by combining a lecture with a film. In the self

instructional package, a printed booklet designed to explain the information previously included in lecture was developed to complement the film. The booklet discussed the differences between the similarities in indexes and abstracts used for locating materials published in periodicals in the Memorial Library Collection (see Appendix D).

The film, titled "How to Use the Reader's Guide", illustrated procedures for locating information in a specific periodical index. However, since procedures are similar for most other indexing and abstracting sources, the film was used as a general instruction tool as well.

5) United States Government Publications - For this unit a new slide/tape presentation was designed to acquaint the student with the vast variety of information found in the U.S. documents, and also to teach proper use of the Monthly Catalog, the index to the U.S. documents (see Appendix E).

6) Special collections - This unit had been taught previously as a series of independent activities. It was decided to combine the six existing mini-units into one six part unit as follows: (see Appendix F)

a. ERIC - An audio tape explaining what materials can be found in ERIC and how to locate specific information using Resources in Education and Current Index to Journals in Education, the two part ERIC indexes.

b. Educational Resource Center (ERC) - A self guided audio tour explaining what materials are included in this collection and the physical arrangement of the Memorial Library ERC.

c. Minnesota Room - A self guided audio tour explaining what materials are included in this collection and the physical arrangement of the Memorial Library Minnesota Room.

d. Map Room - A self guided audio tour explaining what materials are found in this collection and the physical arrangement of the Memorial Library Map Room.

e. United Nations Publications - A slide/tape program explaining what materials are found in the U.N. Publications, and appropriate procedures for using the Index to United Nations Publications.

f. State and Urban Publications - A slide/tape program explaining what materials are found in this collection, and appropriate procedures for using the two indexes available in Memorial Library for this collection.

Following development of the scripts for the self instructional packages, the audio-visual materials needed were produced. Necessary tape recordings of the scripts were made by Instructional Services librarians. Photography and duplicating, where necessary, were done by the Mankato State University Reprographics unit.

Upon completion of the self instructional packages, the student packets were compiled, using Gindeles' (1972) concepts for self instructional materials. Arranging the materials so that the pretest/performance test answer blanks and answer sheet were separated from each packet, the student packet included:

a) a front cover stating the content of the unit and the approximate length of time needed for its completion.

b) a one or two paragraph introduction explaining the general information included in the unit and activities which the student would be expected to complete.

c) a list of behavioral objectives the student would be expected

to perform upon completion of the unit.

d) specific activities to be accomplished in the unit.

e) an assignment providing experience applying concepts presented in the unit.

Once the six self paced instruction packages were completed, a pilot study was planned which would give Instructional Services librarians an opportunity to determine their general effectiveness as a sequenced course, and also as individual units used out of sequence and independently of one another.

Chapter 4

THE PILOT STUDY

Beginning Fall Quarter, 1977, and continuing through Summer Session II, 1978, the self instructional packages were used in an informal pilot study to determine their instructional effectiveness. The packages were used both as self instructional course materials in the Media and Technology course, Library Orientation, and as instructional units in large group activities.

Students enrolled in Library Orientation worked through the materials as a self instructional course. During the pilot study thirteen students voluntarily enrolled in the course. Of the thirteen, twelve successfully completed the course and were graded "pass". The student not completing the course elected to be graded "incomplete" until such time as the unfinished work is completed.

One basic plan was followed as students worked through the self paced instruction packages. The plan proceeded as follows:

Step 1: Complete a pretest for the package. A score of 80 percent or higher indicates competency in the unit. The student proceeds to the next unit. A score of less than 80 percent indicates lack of competency in the unit. The student proceeds to step two.

Step 2: Complete assigned activities.

Step 3: Complete a written assignment applying the concepts presented in the package.

Step 4: Complete a performance test. A score of 80 percent or higher indicates competency in the unit. The student proceeds to another

package. A score of less than 80 percent indicates a need for more learning activity in the unit. The student repeats steps two through four until competency in the unit is demonstrated on the performance test.

Students were encouraged to use the packages out of sequence, but in most cases they proceeded through the packages in the sequenced order.

The packages were also used as independent instructional packages for large group instruction. In five classes totaling 187 students, each instructional package was used as an audio-visual device for presenting research concepts. Following the viewing and listening activity, students were given an assignment applying the concepts presented in the instructional package (see Appendix B). In all cases, students were able to complete the assignment with little, if any, further explanation.

Also at this time, a deliberate attempt was made to use the instructional packages out of the sequenced order, to assess whether the concepts presented were independent of the other packages.

Results

Following the pilot study, some general observations were made. At no time did any student fail to score 80 percent on any performance test. However, in some cases, students scored 80 percent or better on various pretests and were exempt from completing the assigned activities. Students with previous experience as library employees generally scored higher on pretests than students with no previous experience.

Varying the order of package use had no observable effect on learner behavior. The packages seemed to be independent of each other and could be used in any order.

From informal discussions with students, it was determined that reactions to the self instructional materials were generally positive.

Some specific areas on which students commented favorably included being able to work with materials at times which were flexible and convenient rather than predetermined (Peterson, Winter 1978; Amundson, Winter, 1977; Smasal, Summer, 1978). Students also appreciated being able to review audio-visual materials as often as they wished (McNamara, Spring, 1978; Henke, Spring, 1977; Reibel, Winter, 1978).

Discussions with students also brought out two major criticisms of the self instructional materials. Students felt somewhat embarrassed when taking the self guided tours in Memorial Library wearing headphones and carrying a portable cassette player (Buss, Spring, 1977; Clark, Spring, 1977). Also, some students felt two of the units, the Reference package and the United States Government Publications package, covered too much material and should be broken down into smaller packages (Miller, Spring, 1978; Henke, Spring, 1977; Clark, Spring, 1977).

Chapter 5

FINDINGS

Summary

Instructional Services Librarians at Mankato State University identified a need to make an existing library orientation syllabus more flexible for teaching the use of media resources and services, and to allow for previously acquired library skills. It was decided to develop a self instructional program of study for basic research skills in the Memorial Library at Mankato State University.

A set of six self instructional packages was developed for teaching the basic research techniques and materials included in a previously developed course at Mankato State University. The syllabus was first divided into six independent self instructional units. Scripts were written; the audio-visual materials were produced; and student packages were assembled.

A pilot study was run in which packages were used as self instructional materials during the academic year from September, 1977, through August, 1978. The packages were used both as self instructional activities in the Media and Technology course Library Orientation, and as separate audio-visual units for large group presentations for other classes. A total of 200 students was involved in some aspect of the pilot study.

From the pilot study, it was concluded that the materials could be used to teach library skills. Students were able to learn the concepts

presented in the packages both in a self instructional situation and in a large group situation using the packages as independent units. It was also concluded that the packages could be used either in a predetermined sequence, or in random order, with equal success.

Recommendations

The pilot study covered a small number of students and a greater number must be enrolled before a significant evaluation can be made. In the future, a more detailed evaluation of the self instructional package should be done using a larger number of students.

Also, packages dealing with the Reference Room and United States Government Publications should be examined for possible division into smaller units.

Finally, future studies should survey students and faculty at Mankato State University to determine their course needs in the area of bibliographic instruction. Additional self instructional packages should be developed as the need for new materials arises. Revision, improvement, and expansion of the self instructional packages will assist students in more effective utilization of Memorial Library resources.

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Peterson, Gerald	Winter, 1978
Reibel, John	Winter, 1978
Smasal, Kevin	Summer, 1978
Wheeler, Richard	Spring, 1976

APPENDIX A

MEMORIAL LIBRARY TOUR

Approximate time: 1 hour

INTRODUCTION

This package is designed to introduce you to the arrangement of Memorial Library's first, second, and third floor. After you have successfully completed this package you will be ready to begin studying special sections of Memorial Library more closely.

OBJECTIVE

1. The student will be more familiar with the arrangement of Memorial Library.

SCRIPT FOR SELF GUIDED TOUR

MEMORIAL LIBRARY - WALKING TOUR

Welcome to Memorial Library. Before beginning this tape tour, you should have in your hand, a map of the library building showing the top three floors including a tear-off comment sheet at the bottom. The map is yours to keep after the tour. In order to improve library services, we would appreciate your filling out the comment sheet and returning it with the tape after the tour is over. If you find that you wish to spend more time in an area than the tape allows, always remember that you can turn off the tape recorder whenever you wish to do so. If you do not know how to stop, start, or rewind the tape recording, please ask for instruction here at the circulation desk before starting the tour. The building you are now in is one of two libraries at Mankato State. The Music Library located on the first floor of the Performing Arts Building contains some music books, music scores, phonograph records, and tapes. You are now standing in the main library building which is called Memorial Library. There are four floors of service areas in this building. In the next few minutes, we will be touring first, second, and third floors in order to learn more about the variety of services and materials available. We will not be touring the Educational Resource Center at this time. Separate tape tours of this area are available for checkout from the Educational Resource Center circulation desk. Now, please look at the map that you have been given. Leave the tape recorder on and take the elevator or stairs to the first floor, then enter the Card Catalog Room through the first doorway marked Tour Stop No. 1. When you arrive at the Card Catalog Room, wait until further instructions are given on this tape. (40 second pause)

You should now be in the Card Catalog Room. This room is one of the most important areas of the library. The card catalogs here identify approximately 85% of the materials located anywhere in the library. In other words, you don't have to go to the Music Library to find out what recordings are over there. The Memorial Library main card catalog includes information about materials in both libraries. Notice too, that there are two main sections of the card catalog. The catalog cabinets on the left are used to locate materials by subject. For example, you could look under the subject heading - electronic data processing -, any books, magazine titles, filmstrips, tape recordings or other materials dealing with electronic data processing will be listed behind that subject heading on the cards of this catalog. The catalog on the right side of the room is the one that you use when you know ahead of time the author and title of a book or other item. Before you leave the card catalog room, please glance at the wall nearest the author-title catalog. Shelved along the wall are college and university catalogs from other institutions throughout the United States. Telephone directories for major United State cities are shelved near the end of the college catalog section. Please note that college catalogs and telephone directories from Minnesota and surrounding states, as well as a more complete collection of catalogs and directories in microfiche, can be obtained by asking at the Reference Center. Now we would like to go to the Reference Room. Go out of the Card Catalog Room. You will find the Reference Room entrance to your left. Enter the room and look for Tour Stop No. 2. Stand near that area. (10 second pause)

First of all, be aware that reference librarians are on duty during regular library hours. Reference librarians are here to help you with all types of information needs including class assignments. The general

reference librarian will sometimes refer you to specialists such as the Education Librarian, the Government Publications Librarian, or the Map Librarian. The Reference Room contains a variety of basic information sources, such as general encyclopedias, almanacs, dictionaries, sources of bibliographical information, and listing of material on specific subjects. All reference books are listed in the main card catalog. When you find a card catalog that has the abbreviation-ref. above the call number in the upper left hand corner, the material will be located in a reference collection which is shelved separately from books which can be checked out. Remember that the Educational Resource Center in the basement and the Music Library in the Performing Arts Building also have reference collections. Now, let's just briefly consider Indexes and Abstracts. An Index will help you identify and locate materials on a specific or general topic. An abstract will give you a summary of a book, article, or a research report which originally appeared somewhere else. Only a few of the numerous indexes and abstracts owned by the Library will be found here in the Reference Room on Index tables located in the front of the room toward the right hand side as you enter the room. At the very end of the Reference Room is the upper campus Data Processing Center. You do not need to enter the Data Processing Center during this tour. Be aware, however, that the Data Processing Center is available for student use during the hours that the library is open. Return now to the main lobby and go to Stop 3 on your map. (15 second pause) You are now standing in front of the Library Office. Among other things, the Library Office processes applications for individual study rooms as well as applications for student employment in the library. To the left of the office door is a pay phone. This is the only library telephone available for public use. Across from the telephone

are two elevators which can be used by anyone. Now, please go to the stairway directly around the corner to the left of the elevator. At the foot of the stairs, you will notice a photocopy machine. For five cents a page, you can make photocopies of materials up to 8½ x 14 inches in size. There are photocopy machines on every floor, which make change for coins up to a quarter. If you have only paper currency, the machine located next to the photocopier on the main floor will make change for you. If you find a machine is out of paper or temporarily out of order, go up or down to another floor and use the copy machine there. Now, please go to the second floor and stop at Tour Stop No. 4. (40 second pause) After you arrive on second floor, look toward the right hand side of the room. Call numbers for books there start with a capital letter and are arranged from A through Z. This system of arranging books on shelves is called the Library of Congress System. On the left hand side of the room, books are arranged by numbers which do not have a capital letter in front of them. This classification system, using only a number in the first line, is called the Dewey Decimal System. Mankato State Library has been in the process of changing its book collection from the Dewey Decimal System to the Library of Congress System. This change is being made because the Library of Congress System is more efficient for use in large academic libraries. The important thing to remember is that each system is used to identify books and place them on the shelf together according to subject. For example, you will find books on the social sciences in the H section on the right hand side of the room, arranged by the Library of Congress classification. You will find additional social science materials on shelves in the left hand side of the room arranged by the Dewey Decimal System. It is important to remember to write down the call

numbers of books listed in the card catalog so that you will be able to locate the items that you want since books on the same subject will be found in both systems. Directly to the left of Tour Stop 4 is the Reserve Reading Circulation area. Walk up to the counter and look at the file which says "Instructor File". That is where you will find the names of professors who put materials on reserve. Behind an instructor's name in the files are cards for all materials an instructor has placed on reserve. Materials are also arranged by title and author on the other side of the table. Around the corner on the right hand side of the counter is the area for checkout and return of all circulating books located on second floor with the exception of reserve books or materials from the Center for Minnesota Studies. Look at your map again, please, and proceed to Tour Stop No. 5 which is the section for oversize books. If you stand facing the stairway, the Q book section is located to your left in the carpeted area. An underlined Q above the call number in the upper left hand corner of the card catalog card means the book that you are looking for is too large to be placed on the regular shelving. The large books are therefore placed in the separate, oversized Q book section. To the right of the Q books in the wall facing the Student Union are small rooms called study carrels. Carrels are located on the outer edge of second and third and basement floors. Public Use are those rooms which aren't locked and are therefore available for anyone who wishes to study or type there. Locked study carrels are assigned only to graduate students of faculty who apply for carrels in the library office. Go to location No. 6 on your map. Enter the Center for Minnesota Studies and stop in the middle of the room facing the wall directly opposite the doors. (15 second pause) On the left hand side of the room closest to the doors is the circulation desk

for the Center for Minnesota Studies materials. Along the far left hand side of the room are publications of the Minnesota State Government. Books and other materials in this room are all related to Minnesota. Some of the items are rare and valuable and therefore not all materials can be checked out. On your map, notice the location for the Center for Minnesota Studies catalog which contains special files for these materials. A more complete tape recorded tour of the Center for Minnesota Studies is available at the second floor circulation area. By now your feet are tired and you're probably wondering when this tour will end, but don't give up yet. Actually, it will be easier to find things later if you can avoid aimlessly looking for information, so have patience now and let's go upstairs to take a look at the magazine, newspaper, microforms, and government publications. Proceed to Tour Stop No. 7. (45 second pause)

At Tour Stop No. 7 a librarian is on duty at the information desk to help you use the resources of this area. Do not hesitate to ask for assistance whenever you need it. Now turn back toward the stairs you have just climbed. On the tables to your right are the Readers' Guide to Periodical Literature. They are helpful in locating articles printed in popular magazines. Walk over to the red-carpeted area to the left of the stairs for Tour Stop No. 8. (10 second pause) Here you will find recent copies of newspapers from throughout the United States and a few foreign countries. Perhaps your hometown paper is among them. Directly across from the newspaper rack is a wall of bookcases containing indexes and abstracts of articles found in professional journals. They include such subjects as energy, history, music and art, science and technology, psychology and humanities. Special references for business, social science, health-related fields, library and computer science can be found on tables

nearby. Now proceed to Tour Stop No. 9. (10 second pause) Tour Stop 9 is the periodicals checkout counter. Current issues of popular magazines are placed on a rack behind the counter and may be asked for by title alone. However, to locate most of the periodicals housed in this area, both the title and call number are needed. This is because the magazines are not arranged alphabetically on the shelves, but are instead arranged by their call number. To determine the call number, you will need to check our microfiche listing of magazines. Microfiche are 4 x 6 inch photographic reductions of pages of print. Notice that above the microfiche viewer is a photo display showing you how to use the viewer. If you do not understand how to operate one of these machines, be sure to ask for assistance. In addition to magazine lists on microfiche, MSU also has listings for 16 mm films, curriculum guides, and plays. Now proceed to Tour Stop No. 10, the Microform Room. (10 second pause) Enter the room and locate the New York Times Index table. (3 second pause) The library has indexes covering over one hundred years of New York Times newspaper and retains microfilm copies of the New York Times from 1851 until the present. In addition, a number of other newspapers, including the Minneapolis Star and St. Paul Pioneer Press are kept here. In this room are housed three types of microforms together with reading viewers. The microfiche are located in the filing cabinet to your left. Microcards are in the red boxes straight ahead and microfilm is to your right. All three of these microformats are called microforms for convenience. As you can see, there are many types of machines located in this area. User instructions are attached to each machine. If you would like to inspect various types of microforms and equipment in this room, please ask for assistance from third floor personnel. If you wish to have an individual page copied,

ask someone on duty to print it for you. For example, you may want to have copied the front page of the New York Times printed on your birthdate. The cost to you is ten cents per page. Now please go to location 11. (30 second pause) Although we primarily think of this area as being United States publications, there are actually three collections of materials located in this part of the third floor. In the alcove to your left, you will find the State and Urban Collection. This collection was originally intended to support our Urban Studies program, however, now it has grown to be a research collection used by urban planners across the state. The collection includes the materials and reports from model cities programs, reports on urban problems in large cities, and other materials related to urban living in the twentieth century. Also located in this area is the United Nations publications collection. These materials are located behind the State and Urban Collection to your left. These materials are primarily reports published by the United Nations and its related agencies such as UNESCO. Now be seated at the Monthly Catalog tables. First of all, we should mention that the U.S. government is likely the world's largest publishers, especially of scientific and technical materials. In this area you can find guides of the national parks system, cookbooks, census data, the American colonial period, senate hearings, and thousands of other items. Government publications are usually not listed in the main card catalog on first floor. The Monthly Catalog on the table where you are seated serves as an index to you of government publications. If you wish to learn how to use the Monthly Catalog or locate materials in the government publications section, please ask for assistance from third floor personnel. If you find a publication that interests you, remember that government publications can be checked out. Now we'd like to return to

the basement where you checked out the tour and have you stop in front of the circulation desk there. (90 second pause) You should now be in the Educational Resource Center. Separate tape tours for this area can be checked out at the circulation desk if you'd like an in-depth explanation of the services and resources of this floor. We hope that the library seems less complicated to you now after this tour. We would appreciate your filling out the tour comment sheet so that we will know whether or not you found the tour helpful. Before returning the tape recorder please rewind the tape. Thank you for coming.

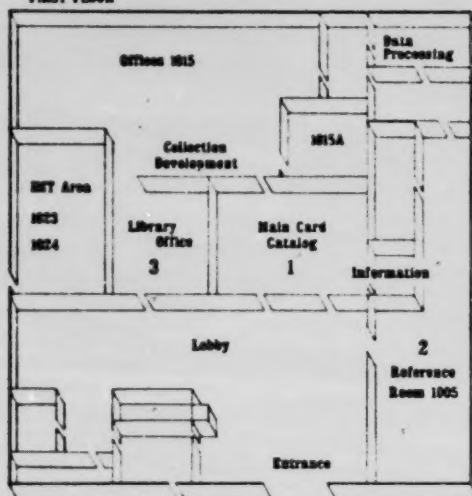


library-media system
mankato state
university

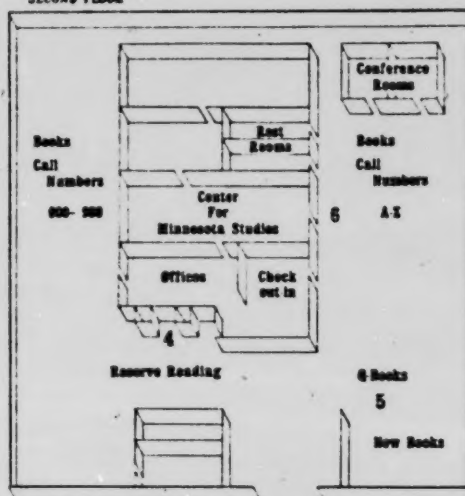
MEMORIAL LIBRARY TOUR

40

FIRST FLOOR

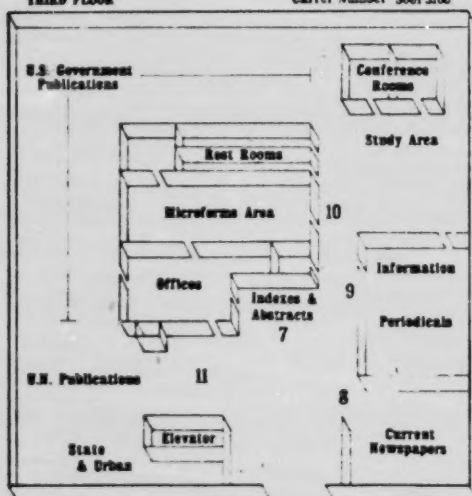


SECOND FLOOR



THIRD FLOOR

Carrel Number 3001 3106



notes

tour comment sheet

PLEASE FILL OUT AND LEAVE THIS SHEET AT THE TOUR CHECK OUT DESK AFTER YOU'VE COMPLETED THE TOUR.

Who are you? ☐ Undergraduate ☐ Grad Student ☐ Faculty ☐ Visitor ☐ Other: _____

Did you take this tour because: ☐ "you can't find anything" in the library and wanted to know where things are?
☐ your teacher twisted your arm and required that you take the tour?
☐ other reasons: _____

Please let us know what was helpful, good, bad, enjoyable, or utterly distasteful about this tour (write on the back if you need more space):

Thanks for your help.
Media System, Mankato State University

This package contains no pre/post test evaluation as all students are required to complete the self guided tour.

APPENDIX B

LOCATING CLASSIFIED MATERIALS IN LIBRARIES

Approximate time: 2 hours

INTRODUCTION

This package is designed to help you learn more about how libraries organize their materials. More specifically, it will help you learn more about how Mankato State's Memorial Library materials are arranged, so that you will be able to locate materials in our library collection.

Part I of the package explains briefly how most libraries' materials are arranged. Part II explains specifically how to deal with the Memorial Library card catalog when doing a research assignment.

When you have successfully completed the package, you should be able to identify and locate materials you wish without any outside help.

OBJECTIVES

1. The student will be able to correctly identify the classification scheme to which a call number belongs.
2. The student will be able to briefly describe the two major classification schemes used in libraries.
3. The student will be able to determine appropriate subject headings for use in the Library of Congress System.
4. The student will be able to use the Library of Congress Subject Headings book to identify additional terms related to his topic which may be used to locate materials in the card catalog.
5. The student will be able to identify and locate materials he wishes in a library using Library of Congress classification.

PART I

CLASSIFICATION SCHEMES

All libraries, no matter how large or small, have some system for organizing their materials to make them more accessible for their patrons. There are several standardized systems for library organization. The two most common of them are the Dewey Decimal System, and the Library of Congress System.

The Dewey Decimal System, devised by Melvil Dewey in 1837, was the first standardized method which attempted to "class, arrange, and index . . . any literary material in any form . . . as readily as an ordinary index guides to proper pages of a bound book" (Dewey, 1965:63). Dewey developed his system using what he considered "the simplest symbols know to the human mind, arabic numerals with their arithmetic values . . ." (Dewey, 1965:64).

Thus, Dewey developed a method of arranging man's knowledge into ten categories labeled with a series of numbers (see Example 1-A). Each category was then divided into ten divisions (see Example 1-B), and each division subdivided into ten sections (see Example 1-C).

Today most people are familiar, however informally, with the Dewey Decimal System, as it is probably the most widely used method of classifying materials in libraries (World Book Encyclopedia, 1969:144).

"Many larger libraries, particularly in academic and research fields, follow the Library of Congress System, which has a much better base than the Dewey System and is more suitable for extensive collections" (Encyclopedia Americana International, 1975:376). The Library of Congress

The 10 Classes

- 000 Generalities
- 100 Philosophy & related disciplines
- 200 Religion
- 300 The social sciences
- 400 Language
- 500 Pure sciences
- 600 Technology (Applied sciences)
- 700 The arts
- 800 Literature & rhetoric
- 900 General geography, history, etc.

Example 1-A

Devey (1965:109)

The 100 Divisions

000	Generalities	500	Pure sciences
010	Bibliographies & catalogs	510	Mathematics
020	Library science	520	Astronomy & allied sciences
030	General encyclopedic works	530	Physics
040		540	Chemistry & allied sciences
050	General periodicals	550	Earth sciences
060	General organizations	560	Paleontology
070	Newspapers & journalism	570	Anthropology & biol. sciences
080	General collections	580	Botanical sciences
090	Manuscripts & book rarities	590	Zoological sciences
100	Philosophy & related	600	Technology (Applied sci.)
110	Ontology & methodology	610	Medical sciences
120	Knowledge, cause, purpose, man	620	Engineering & allied operations
130	Pseudo- & parapsychology	630	Agriculture & agric. industries
140	Specific philosophic viewpoints	640	Domestic arts & sciences
150	Psychology	650	Business & related enterprises
160	Logic	660	Chemical technology etc.
170	Ethics (Moral philosophy)	670	Manufactures processible
180	Ancient, med., Oriental philos.	680	Assembled & final products
190	Modern Western philosophy	690	Buildings
200	Religion	700	The arts
210	Natural religion	710	Civic & landscape art
220	Bible	720	Architecture
230	Christian doctrinal theology	730	Sculpture & the plastic arts
240	Christ, moral & devotional theol.	740	Drawing & decorative arts
250	Christ, pastoral, parochial, etc.	750	Painting & paintings
260	Christ, social & eccles. theol.	760	Graphic arts
270	Hist. & geog. of Chr. church	770	Photography & photographs
280	Christ, denominations & sects	780	Music
290	Other religions & compar. rel.	790	Recreation (Recreational arts)
300	The social sciences	800	Literature & rhetoric
310	Statistical method & statistics	810	American literature in English
320	Political science	820	Engl. & Anglo-Saxon literature
330	Economics	830	Germanic languages literature
340	Law	840	French, Provençal, Catalan lit.
350	Public administration	850	Italian, Romanian etc. literature
360	Welfare & association	860	Spanish & Portuguese literature
370	Education	870	Italic languages literature
380	Commerce	880	Classical & Greek literature
390	Customs & folklore	890	Lits. of other languages
400	Language	900	General geog. & history etc.
410	Linguistics & nonverbal lang.	910	General geography
420	English & Anglo-Saxon	920	General biog., geneal., etc.
430	Germanic languages	930	Gen. hist. of ancient world
440	French, Provençal, Catalan	940	Gen. hist. of modern Europe
450	Italian, Romanian, etc.	950	Gen. hist. of modern Asia
460	Spanish & Portuguese	960	Gen. hist. of modern Africa
470	Italic languages	970	Gen. hist. of North America
480	Classical & Greek	980	Gen. hist. of South America
490	Other languages	990	Gen. hist. of rest of world

Example 1-B
Dewey (1965:110)

Language

400	Language	450	Italian, Romanian, etc.
401	Philosophy & theory	451	Written & spoken Italian
402	Miscellany	452	Italian etymology
403	Dictionaries, encyclopedias, etc.	453	Italian dictionaries
404		454	
405	Serial publications	455	Italian structural system
406	Organizations	456	Italian prosody
407	Study & teaching	457	Nonstandard Italian
408	Collections & anthologies	458	Standard Italian usage
409	Hist. & geographical treatment	459	Romanian & Rhaeto-Romanic
410	Linguistics & nonverbal	460	Spanish & Portuguese
411	Notations	461	Written & spoken Spanish
412	Etymology	462	Spanish etymology
413	Polyglot dictionaries	463	Spanish dictionaries
414	Phonology	464	
415	Structural systems	465	Spanish structural system
416	Prosody	466	Spanish prosody
417	Dialectology & paleography	467	Nonstandard Spanish
418	Usage (Applied linguistics)	468	Standard Spanish usage
419	Nonverbal language	469	Portuguese
420	English & Anglo-Saxon	470	Italic languages
421	Written & spoken English	471	Written & spoken Latin
422	English etymology	472	Latin etymology
423	English dictionaries	473	Latin dictionaries
424		474	
425	English structural system	475	Latin structural system
426	English prosody	476	Latin prosody
427	Nonstandard English	477	Old, Postclassical, Vulgar Latin
428	Standard English usage	478	Standard Latin usage
429	Anglo-Saxon (Old English)	479	Romance & other Italic langs.
430	Germanic languages	480	Classical & Greek
431	Written & spoken German	481	Written & spoken classical Greek
432	German etymology	482	Classical Greek etymology
433	German dictionaries	483	Classical Greek dictionaries
434		484	
435	German structural system	485	Class. Greek structural system
436	German prosody	486	Classical Greek prosody
437	Nonstandard German	487	Postclassical Greek
438	Standard German usage	488	Standard classical Greek usage
439	Other Germanic languages	489	Other Greek languages
440	French, Provençal, Catalan	490	Other languages
441	Written & spoken French	491	East Indo-European & Celtic
442	French etymology	492	Semitic languages
443	French dictionaries	493	Hamitic & other languages
444		494	Ural-Altaic, Dravidian, etc.
445	French structural system	495	East & Southeast Asian langs.
446	French prosody	496	African languages
447	Nonstandard French	497	North American Indian langs.
448	Standard French usage	498	South American Indian langs.
449	Provençal & Catalan	499	Austronesian & other languages

Example 1-C
Dewey (1965:115)

System arranges the library's materials into twenty-two separate categories. The basis for the scheme was developed in 1903 (see Example 1-D). The scheme has an alphabetic arrangement. It is important to note that, with the exception of G for Geography, M for Music, and T for Technology, no attempt was made to assign letter designations according to the name given each class.

As in the Dewey Decimal System, classes are divided into smaller parts (see Example 1-E), and each is subdivided further (see Example 1-F) to allow for specific arrangement of subject matter.

Comparatively, "this system has greater flexibility than the Dewey Decimal System, but lacks the simplicity and logical decimal features of Dewey" (Encyclopedia Americana International, 1975:367).

From the user's viewpoint, there are two major differences between the two classification schemes. First, since the Library of Congress System breaks down man's knowledge into approximately twice as many categories as Dewey's system, you may be more specific in terminology when using the LC System. For example, if in Dewey you might use "trees" as a subject heading, in the LC System you could use "Oaks" or "Maples".

In order to determine an appropriate LC subject heading for research, it is advisable to first consult the Library of Congress Subject Headings books. The current edition is a two volume set which lists all subject headings used in the Library of Congress System in an alphabetical arrangement. The user may compare this listing to a thesaurus, which lists words and their synonyms. In the LC Subject Headings book, you may look up a topic you wish to research, to learn first, whether or not the term is appropriate for use in the LC System, and second, some related areas of information.

- A** General works, Polygraphy
- B, pt. 1, II-III** Philosophy
- B, pt. 2, III.-BX** Religion
- C** Auxiliary-Sciences of History
- D** General and Old World History
- E-F** American History
- G** Geography, Anthropology, Folklore, Manners and Customs, Recreation
- H** Social Sciences
- J** Political Science
- KF** Law of the United States
- L** Education
- M** Music and Books on Music
- N** Fine Arts
- P-PA** Philology, Linguistics, Classical Philology, Classical Literature
- PR-PH** Modern European Languages
- PG, in part** Russian Literature
- PJ-PM** Languages and Literatures of Asia, Africa, Oceania, America, Mixed Languages, Artificial Languages
- PN, PR, PS, PZ** Literature (General), English and American Literature, Fiction in English, Juvenile Literature
- PQ, pt. 1** French Literature
- PQ, pt. 2** Italian, Spanish, and Portuguese Literatures
- PT, pt. 1** German Literature
- PT, pt. 2** Dutch and Scandinavian Literatures
- Q** Science
- R** Medicine
- S** Agriculture, Plant and Animal Industry, Fish Culture and Fisheries, Hunting Sports
- T** Technology
- U** Military Science
- V** Naval Science
- Z** Bibliography and Library Science

Example 1-D

Encyclopedia of Library and Information Science (1977:130)

- L** Education (General)
- LA** History of Education
- LB** Theory and Practice of Education
 - Teaching
 - Teacher Training
 - School Administration and Organization
- LC** Special Aspects of Education
 - Forms of Education
 - Social Aspects of Education
 - Moral and Religious Education
 - Types of Education
 - Education of Special Classes of Persons
 - Education Extension, Adult Education
- LD-LG** Individual Institutions
 - LD** United States
 - LE** America (except United States)
 - LF** Europe
 - LG** Asia, Africa, Oceania
- LH** College and School Magazines and Papers
 - Student Periodicals
- IJ** Student Fraternities and their Publications
- LT** Textbooks (40)

Example 1-E

Encyclopedia of Library and Information Science (1977:131-132)

CLASS I. OUTLINE**Education (General)**

- I.**
7-97 Periodicals, Societies
101 Yearbooks
106-107 Congresses
111-791 Documents, Reports
797-899 Exhibitions, Museums
900-991 Directories

History of Education

- LA**
S-25 General
31-133 By period
173-185 Higher education
201-396 United States
410-2270 Other countries
2301-2397 Biography

Theory and Practice of Education

- LH**
S-41 General
51-875 Systems
1025-1050 Teaching (principles and practice)
1051-1091 Education psychology
1101-1139 Child study
1140 Preschool education
1141-1499 Kindergarten
1501-1547 Primary education
1555-1601 Elementary education
1603-1695 Secondary education
1705-2285 Education and training of teachers, Teachers colleges, etc.
2300-2411 Higher education
2503-2797 School laws and legislation
2801-3095 School administration and organization
3011-3095 School management and discipline
3205-3325 School architecture
3401-3497 School hygiene, College hygiene
3525-3575 Special days
3062-3640 School life, etc. (41)

Example 1-F

Encyclopedia of Library and Information Science (1977:132-133)

The second major difference between the two systems is the appearance of the call numbers. Since Dewey is a numeric system, the first line of the call number is entirely numbers, while in the LC System, which is alphabetic, the first line of the call number contains primarily letters and occasionally, numbers as well. For example, the book I'm OK, You're OK, by T. A. Harris, would be assigned the call number

816.89
H248i

in the Dewey Decimal System. In the Library of Congress System, it would be assigned the call number

RC480.5
.H32

Notice that the Dewey System uses exclusively numbers on the top line, while the LC call number is a combination of letters and numbers on the top line.

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SCRIPT FOR SLIDE/TAPE KIT

PART II

LOCATING MATERIAL IN THE MEMORIAL LIBRARY CARD CATALOG*

VISUALS

- (1) Title slide
- (2) Long shot of catalog room from turnstile entrance.
- (3) Close copy shot of map of first floor - arrow indicating location of card catalog room.
- (4) Long shot of inside of catalog room
- (5) Medium shot of Author-Title catalog

SCRIPT

(1) Locating Material in the Memorial Library Card Catalog.

(2) The card catalog for materials in the Library-Media System collection at Mankato State University is found on the first floor of Memorial Library. (3) The catalog room is located directly inside the main entrance.

The central (4) card catalog contains entries for books, audio-visual materials, periodicals, and some government publications and maps found in the Library-Media System collection. The catalog is divided into two parts. On the right side of the room (5), the Author-Title catalog contains an alphabetical listing of materials,

*Script for a slide/tape self-instructional package.

(6) Close copy shot of an author card - arrow to last name

(7) Close copy shot of a title card - arrow to first important word

(8) Close copy shot of a card for a magazine - arrow to title

(9) Medium shot of Subject catalog

(10) Close copy shot of a card lettered Library of Congress System

(11) Close copy shot of books

arranged either by the (6) author of a book's last name, or by the (7) first important word of the title. In this catalog, you will find brief entries for (8) magazines and newspapers, arranged by title. More complete information relating to periodicals may be obtained from the "Public Service Serials Title List", also available in the card catalog room.

On the (9) left side of the room, the subject catalog contains a duplicate listing of materials, arranged alphabetically by Library of Congress subject heading.

Here at Memorial Library, as in most large technical libraries, materials are assigned subject headings according to the (10) Library of Congress System of classification. Since terms in this scheme are different from those used in the Dewey Decimal System, with which most users are more familiar, it is wise to consult the Library of Congress Subject Headings (11) book before beginning a

(12) Medium shot of books on carts

(13) Long shot of Reference desk

access in catalog room

(14) Repeat slide #11

(15) Close copy shot of a card
lettered Drug addiction

(16) Long shot of students using
the Library of Congress Subject
Headings book

(17) Close copy shot of drug
addiction entry - arrow to
entry (page 540)

research project. The book is available in the (12) card catalog room, and at (13) the Reference counter. The (14) book lists subject headings found in the Library of Congress system, as well as some terms which should not be used, and some terms related to the original terms.

From the user's standpoint, the Library of Congress Subject Headings book may be thought of as a thesaurus which lists appropriate subject headings and suggests similar topics related to the original one.

For example, suppose you want to gather information on (15) drug addiction for a research project. Your first step should be to consult the (16) Library of Congress Subject Headings book to make sure this subject heading is used in the Library of Congress System.

(17) Locating "drug addiction" in the book, you find it entered in standard type. This tells you that the term is NOT used in the Library of Congress System. You

(18) Close copy shot of Drug addiction entry - arrow to see reference

(19) Close copy shot of Drug addiction entry - arrow to Drug abuse

(20) Close copy shot of Drug addition entry - arrow to Narcotic habit

(21) Close copy shot of Drug abuse entry - arrow to Drug abuse

(22) Close copy shot of Drug abuse entry - arrow to scope note

could not use it to locate information in our card catalog. Immediately beneath the entry you find a "see" (18) reference which directs you to the appropriate term with which to identify this topic in the Library of Congress. (19) In this case, Drug abuse, or, (20) Narcotic habit would be used in place of drug addiction. These terms may be used in the card catalog.

Since drug addiction is not an appropriate term, you should now turn to one of the "see" references for more information.

Under Drug abuse you see first, that the entry is in (21) dark, bold faced type. This indicates that the term is used in the Library of Congress System, and also in our card catalog.

Beneath the main entry for Drug abuse, you will find additional information about the topic. First, you will occasionally (22) find a scope note. This explains the limitations of the topic, and is usually

given when there may be some misunderstanding about the meaning of the term. If a scope note appears, you should be sure to read the information given to be sure you understand the meaning the Library of Congress has given the term.

Following the scope note, or the entry if none is given, you should find a list of terms labeled with an s a (23). This means see also, and all terms following the see also entry may be used as subject headings in the card catalog, as well as the original.

Beneath the see also entry, you may find a list of words labeled (24) with a single x. These are terms NOT used in the Library of Congress System, and you would not use them in the card catalog. These are listed here as a time-saver, telling you where NOT to look as well as where to look for information.

Following the single x entries, are some terms labeled with a

(23) Close copy shot of Drug
abuse entry - arrow to s a list

(24) Close copy shot of Drug
abuse entry - arrow to single x
list

(25) Close copy shot of Drug abuse entry - arrow to double x list

(26) Close copy shot of Drug abuse entry - arrow to dashes

(27) Close copy shot of catalog card - arrow to Drug abuse - Information services

(28) Long shot of catalog with users

(29) Long shot of Reference desk with a librarian on duty

(30) Close up shot of catalog drawer with hands indicating Drug abuse cards

double x. (25) These again are appropriate subject headings for use in the card catalog. Generally, they are less specific than the original term.

Finally, there will be terms marked with a (26) dash. These are subheadings of the original terms, and would appear in the card catalog as part of the (27) original category.

Now, using the appropriate term for your subject, you may turn to the card catalog for specific (28) titles found in the Memorial Library collection. Remember too, if you have difficulty with the Library of Congress Subject Headings book, be sure to ask a (29) librarian for assistance.

Now that you are sure you have a Library of Congress subject heading, you may use it to locate information relating to the topic in the subject catalog. Listed under Drug abuse in the catalog drawer, (30) you find a large number

(31) Close copy shot of Drug abuse card - arrow to call number

(32) Close copy shot of Drug abuse card - arrow to Dewey call number

(33) Close copy of MR card

(34) Medium shot of person leaving Card Catalog room

(35) Close copy shot of location chart

of cards. To find a particular work in the Memorial Library collection, it is essential to note the call number (31) which is found in the upper left hand corner of the catalog card. Remember, you may find Library of Congress call numbers and Dewey Decimal System call numbers (32) as we use both systems for shelving materials in the collection.

(33) Occasionally, you may find a location identification symbol given above the call number. These help you identify the area in which to locate the item. In this case the item is in the Minnesota Room. Call numbers may also be labeled ERC for Educational Resource Center, or REF for Reference Room. If you have any questions about the call number of your item, ask a Reference librarian for clarification.

Before leaving the card (34) catalog room, you should make one more stop. In a variety of places you will find a sign titled (35) "To

(36) Close copy shot of location
chart - arrow to call number and
location

(37) Medium shot of student
leaving card catalog room

Locate Material. . . ." Stop here
to double check the location of the
material you wish. Find the section
for your call number. Is it Library
of Congress or Dewey? Then find the
number range which would include your
number. (36) This tells you, for
sure, where to go to find (37) the
material.

Now, you should be ready to
locate material in the Memorial
Library collection using the card
catalog.

ASSIGNMENT I

LOCATING MATERIAL IN THE MEMORIAL LIBRARY CARD CATALOG

1. State a topic for which you would like to do research.
2. Using the Library of Congress Subject Headings book, identify the appropriate Library of Congress subject heading for this information. List two cross references given for this topic.
3. Find three items in the Memorial Library card catalog listed under this subject heading, and/or the cross reference subject headings. List the following information for each item:
 - a. Library of Congress subject heading
 - b. author and title
 - c. call number and classification scheme
 - d. location in the collection (Use the location chart for this information.)

When you have completed this assignment, bring it to your instructor for discussion.

PRE/POST TEST

Answer these questions on the answer sheet provided. Do NOT write on this page. When you have finished, bring the test and your answer sheet to your instructor for evaluation.

1. What are the two most commonly used classification schemes found in libraries? (2 points)
2. Describe the Dewey Decimal System. (2 points)
3. Describe the Library of Congress System. (2 points)
4. From the user's viewpoint, what are the two major differences between the two systems? (2 points)
5. In which system would the following call numbers be found? (5 points)

a. QA76.5 M1874	d. LB 1027 .H384
b. 338.527 J63	e. BF47 .S8
c. 598.20 G746w	
6. How are the materials in the Mankato State University Memorial Library card catalog divided? (2 points)
7. How can you determine an appropriate subject heading to use in a library using the Library of Congress System? (1 point)
8. How can you tell if a term listed in the Library of Congress Subject Headings book may be used to locate material in the card catalog? (1 point)
9. Tell what the following abbreviations found in the Library of Congress Subject Headings book mean. (3 points)

a. sa
b. x
c. xx

ANSWER SHEET

1. 1. _____
2. _____
2. 1. _____
2. _____
3. 1. _____
2. _____
4. 1. _____
2. _____
5. a. _____
b. _____
c. _____
d. _____
e. _____
6. 1. _____
2. _____
7. _____
8. _____
9. a. _____
b. _____
c. _____

ANSWER SHEET

1. The two most commonly used classification schemes found in libraries are (1) the Dewey Decimal System, and (2) the Library of Congress System.
2. The Dewey Decimal System (1) has ten categories, and (2) uses a system of numbers to label the categories. (It is numeric.)
3. The Library of Congress System (1) has twenty-two categories, and (2) uses a system of letters to label the categories. (It is alphabetic.)
4. (1) The Library of Congress System is more specific than the Dewey Decimal System.
(2) The Dewey Decimal System uses exclusively numbers on the top line of the call number. The Library of Congress System uses letters combined with numbers on the top line of the call number.
5. a. Library of Congress System d. Library of Congress System
b. Dewey Decimal System e. Library of Congress System
c. Dewey Decimal System
6. The materials in the Mankato State University Memorial Library card catalog are divided into a (1) subject file, and an (2) author-title file.
7. Appropriate subject headings for use in the Library of Congress System may be found using the Library of Congress Subject Headings book.
8. A term listed in the Library of Congress Subject Headings book which may be used in the card catalog is always listed in Bold faced type.
9. a. sa - see also; b. x - do NOT use; c. xx - useable but more general than the original term.

There are 20 points on this test. If you score 16 or more on the pretest, you may skip this package and go on to the next one. If you score 16 or more on the post test, you have successfully completed the package and are ready to go on to the next one.

APPENDIX C

INTRODUCTION TO REFERENCE MATERIALS

Approximate time: 1 hour

INTRODUCTION

This package is designed to help you learn more about Reference materials, especially those materials housed in Memorial Library's Reference Room.

The package consists of a walking audio-tour of the Memorial Library Reference Room and an activity assignment designed to familiarize you with some specific items found here.

When you have successfully completed the package, you should be able to use the materials found in the Reference collection at Mankato State more effectively.

OBJECTIVES

1. The student will be able to state the major difference between reference materials and other library materials.
2. The student will be able to state the three collections of information located behind the Memorial Library Reference Counter.
3. The student will be able to identify two specific types of "legal materials" found in Memorial Library Reference Room.
4. The student will be able to tell one specific use for Dissertation Abstracts.
5. The student will be able to explain what types of material are found in the bibliography section of the Memorial Library Reference Room.

SCRIPT FOR SELF GUIDED TOUR

Memorial Library's Reference Room houses a collection of materials grouped together because, while they cover a broad variety of subjects, they all have one characteristic in common - they are designed by their arrangement to be consulted for definite items of information rather than to be read consecutively. Within the materials housed in this room you will find the answers to such questions as "Where can I find a copy of Walt Whitman's poem 'O Captain! My Captain?'" "What books contain a complete copy of Edward Albee's play 'Who's Afraid of Virginia Woolf?'" "How can I locate reviews of Ernest Hemingway's For Whom the Bell Tolls?" Other materials may answer questions such as "What was Don Livesey Reynold's major contribution to the study of geology?" "How can I find out if it's legal for my landlord to keep my security deposit?" "Where can I find a picture of an English frigate?" or "Where will I find an extensive bibliography on Jon Dos Pasos?" Included in this collection of materials you will find indexes, encyclopedias, biographical materials, and legal materials which may be used to answer your informational needs - whether they are academic or personal.

Please proceed now to Reference Stop 1 - the Reference Counter. From this area you have access to three groups of materials - the college catalogs, telephone directories, and the Ready Reference collection. Our collections of college catalogs and telephone directories are national in scope. Some are shelved in the card catalog room, adjacent to the Reference area, some are shelved behind the Reference counter, and some are in a special collection of microfiche kept at the Reference Counter. If you don't find what you need shelved in the card catalog room, please ask for it at the desk. We may have the information you need behind the counter.

The Ready Reference materials shelved behind the counter have been placed here because they are heavily used or frequently requested. All of these materials may be found in the main card catalog, and in their places in the general shelving area, wooden blocks will refer you to the Ready Reference area. Included in this collection you will find the Information Please Almanac, Sylvia Porter's Money Book, The Congressional Staff Directory, Illustration Index, John Bartlett's Familiar Quotations, The Physician's Desk Reference, and The Statistical Abstract of the United States, among other.

Now please proceed to Reference Stop 2 - the Reference index tables. In this area you will find materials which will aid you in locating information published in a variety of other sources. For example, Ganges's Index to Poetry will refer you to single poems published in larger collections. Play Index collects similar information on plays. Book Review Digest refers you to reviews of books which have been published in other sources. In some cases summaries of reviews are included. Also found in this area are Public Affairs Information Service Bulletin, Biography Index, Sociological Abstracts, and Population Index.

Please take a few minutes to browse through this group of materials before proceeding to Reference Stop 3 - the beginning of the general reference collection.

Here you will find the general encyclopedias. Proceed up and down the aisles browsing the titles until you reach Reference Stop 4. Along the way note the almanacs, such as Whitaker's Almanac, The World Almanac, and the Information Please Almanac. These are more general information sources.

Next, note the biographical materials, especially Current Biography.

Who's Who, and Who's Who in America. These are sources of brief biographical sketches of generally well-known individuals. They have basically a geographical arrangement - using citizenship to determine the source in which to locate a particular person.

As you pass through the social science section, please note the labor relations materials, Standard and Poor's Stock Reports, and the Encyclopedia of Social Work. Take time to examine any books you find interesting. Continue browsing until you reach Reference Stop 4 - the legal materials. Here you will find, among others, Congressional Quarterly Weekly Reports, the Phillips Legislative Service for Minnesota legislation, the United States Code Annotated, the Corpus Juris Secundum, and the various court reports. These materials are used to study the law as it relates to citizens, taxes, current court cases, etc. Assistance in using these materials is available at the Reference counter.

Now please move to Reference Stop 5 - beginning in this area are located materials dealing with music, art, language and the humanities. Among them you will find the Howard Dictionary of Music, the Encyclopedia of World Art, Cassell's Spanish Dictionary, Masterplots and a Library of Literary Criticism. It is important to mention the Music materials shelved here are not the complete music reference collection. More are housed in the Music Library, Performing Arts Center. The complete collection is listed in the main card catalog in this building, so that you will be able to identify specific items in the Music Library without actually going there.

Another group of reference materials not found in this location are the Education Reference collection. These materials are found in the lower level of this building in the Educational Resource Center, along with

other media related to the field of education.

Now continue browsing the collection until you reach Reference Stop 6 - Dissertation Abstracts.

This group of books is the basic index to doctoral dissertations which have been written throughout the world. We will not take time now to discuss the specific uses of Dissertation Abstracts. If you wish instruction on the use of these books, please ask a Reference Librarian to assist you.

Now move to Reference Stop 7 - the Bibliography area. This area contains a unique group of materials in that they have only one thing in common - their format. By definition, a bibliography is a list of information on a given topic. Materials classified as Bibliography (having a Z call number) cover a broad variety of subjects - from Black American Writers to Poetry Explication to A London Bibliography of the Social Sciences to a bibliography of John Das Pasos. Dissertation Abstracts is included in this collection. All materials found here would be listed by subject in the main card catalog.

This completes your tour of the Reference Room. If you have any questions, please refer them to one of the Reference Librarians.

Thank you.

ASSIGNMENT II

USING REFERENCE MATERIALS

1. State a topic for which you would like to do research. (You may use the same topic as in Assignment I.)
2. Locate your topic in one of the general encyclopedias. (These have A call numbers.) Now, locate your topic in one of the specialized encyclopedias. (A Reference Librarian will help you identify an appropriate specialized encyclopedia.) Name the two encyclopedias you have chosen. Compare the two entries. How are they similar? How are they different?
3. Locate an item in the bibliography section (Z call numbers) which will list information related to your topic. State the title, author, and call number for the bibliography. List 3 items given in the bibliography related to your topic and give the bibliographic citation for each.
4. Locate 3 other items found in the Reference Room collection (or in the Music Reference collection in the Music Library, or the Education Reference collection in the Educational Resource Center) which are related to your topic. Give a bibliographic citation for each.

When you have completed this assignment, bring it to your instructor for discussion.

PRE/POST TEST

Answer these questions on the answer sheet provided. Do NOT write on this page. When you have finished, bring the test and your answer sheet to your instructor for evaluation.

1. Explain how reference materials differ from other materials in a library. (2 points)
2. What two special reference collections are located outside the Memorial Library Reference Room? (2 points)
3. What three kinds of materials are available at the Reference Counter? (3 points)
4. Name three different indexes and/or abstracts located in the Reference Room. (3 points)
5. Name two special collections of "legal materials" found in the Reference Room. (2 points)
6. Of what use is Dissertation Abstracts? (3 points)
7. What makes the bibliography section different from others? (3 points)
8. How does one locate special bibliographies? (2 points)

ANSWER SHEET

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

ANSWER SHEET

1. Reference materials are grouped together because they are designed by their arrangement to be consulted for definite items of information rather than to be read consecutively.
2. The two collections of reference materials found outside the Reference Room are the Music Reference Collection in the Music Library, and the Education Reference Collection in the Educational Resource Center.
3. Telephone directories, college catalogs, and the Ready Reference Collection are found behind the Reference counter.
4. Any 3 indexes/abstracts from the following:

Biography Index
Book Review Digest
P.A.I.S.
Business Periodicals Index
Pollution Abstracts
Index to Children's Poetry
Ganger's Index to Poetry
Index to Plays
Index to One-Act Plays
Play Index
Bibliography Index

Essay and General Literature Index
Short Story Index
Technical Book Review Index
New Technical Books
Poverty and Human Resources Abstracts
Index to Book Reviews in the Humanities
Book Review Index
Sociological Abstracts
Population Index

5. Any 2 titles from the collection.
6. Dissertation Abstracts are chiefly used to locate Doctoral Dissertations written by Ph.D. candidates, world-wide.
7. Within the Z call number range are found a broad variety of subjects, rather than only one subject.
8. The main card catalog lists bibliographies by subject.

There are 20 points on this test. If you score 16 or more on the pretest, you may skip this package and go on to the next one. If you score 16 or more on the post test, you have successfully completed the package and are ready to go on to the next one.

APPENDIX D

USING INDEXES AND ABSTRACTS TO LOCATE PERIODICAL MATERIALS

Approximate time: 2 hours

INTRODUCTION

This package is intended to help you learn more about how to locate information in magazines and newspapers, especially those available in the Mankato State University Library-Media System collection.

The package consists of an informational packet, a film, and an activity assignment intended to give you hands-on experience using the various materials discussed in the packet.

When you have successfully completed the package, you should be able to locate information in magazines and newspapers more efficiently.

OBJECTIVES

1. The student will be able to define serial, index, abstract and microform.
2. The student will be able to state the similarities of and differences between an indexing source and an abstracting source.
3. The student will understand and be able to explain the elements of an entry from The Readers' Guide to Periodical Literature.
4. The student will be able to state in order of occurrence, the activities necessary for location of an individual periodical article.
5. The student will understand and be able to explain the elements included in an entry from the Library-Media System "Public Service Serials Title List".

USING INDEXES AND ABSTRACTS TO LOCATE PERIODICAL INFORMATION

According to most researchers, a library's collection of serials is the backbone of its research resources. Before attempting to become more familiar with the Serials collection available to you at Mankato State University, there are a few terms you will need to understand.

A serial is a work whose parts are issued periodically, with either numbers or dates whereby the parts may normally be arranged and recorded. There are two major differences between serials and non-serials issued in parts or sets. First, serials are, by nature, unlimited. They may be suspended, but they do not conclude. At Mankato State, when referring to serials, we are generally referring to magazines and newspapers.

In most cases, a library user employs an indexing or abstracting source as a means of locating specific information in our serials collection. According to the A.L.A. Glossary of Library Terms, an index is a list of topics for particular subjects and/or for certain types of publications. Therefore, indexes contain lists of both serial and non-serial information which are generally arranged by subject or topic. An abstract is a brief summary giving the essential points of a book, pamphlet, or article. Both indexes and abstracts give bibliographic references to particular materials related to a specific topic. That is, they list authors, titles, and publication information for specific materials. Abstracts give a summary of the material as well as the citation.

A final term is microform. A microform is a copy of the original document which has been photographically reduced. At Mankato State University we have four types of microforms.

- a. microfilm - reels of 35mm film
- b. microfiche - 3" x 5" card-sized sheets of films
- c. microcard - paper cards containing reductions of pages

These are primarily U.S. Government Documents.

- d. ultrafiche - 3" x 5" card-sized sheets requiring a greater magnification than microfiche.

When you have finished reading this set of definitions, please view the following film in the Educational Resource Center, lower level, Memorial Library:

MP 943 "How to Use the Readers' Guide". Illustrates the features of the Readers' Guide to Periodical Literature and shows how to use it. Produced by - ACI Films, Inc., 1967.
Color. 12 minutes.

While this film is intended for use at the secondary school level, we can make some generalizations about indexes from the information given.

1. In most indexes, material is listed under a variety of different headings, but in all cases the user may employ a subject approach to seek information.
2. The meanings for abbreviations used in the bibliographic entries are found in the front of the index.
3. The user must keep in mind the time period in which he is working, as individual volumes of the index are not retrospective.

THE STEP-BY-STEP PROCEDURE

Generally, the procedure for using indexes to locate periodical material would be as follows:

Step 1. Identify an appropriate indexing or abstracting source related to the topic you are researching.

Step 2. Locate bibliographic references to information on your topic.

Step 3. Consult the "Public Service Serials Title List" to check Mankato State University's collection for your specific articles.

Step 4. Locate the articles in the Library-Media System collection or use MINITEX to request photocopies of articles not available at MSU. This is done at the Reference Counter.

Using an abstract, follow the same procedure, except -

- Step 2. a. Locate a bibliographic reference in the index section of the abstract.
- b. Use the abstract section to locate the specific bibliographic citation.

READING THE "PUBLIC SERVICE SERIALS TITLE LIST"

Once you have identified a reference to an article you wish to use, the next step is to locate the periodical in our collection or periodicals. This is done through the use of the "Public Service Serials Title List" which is available in microfiche on each service counter of Memorial Library.

If you locate your periodical title in the alphabetical listing, you can assume the title is available. A close examination of the list will also tell you the call number, location, and our library holdings for that title. The following example illustrates the various parts of the entry.

TITLE:
 STATUS:
 CALL NUMBER:
 LOCATION:
 HOLDINGS:
 CALL NUMBER:
 LOCATION/FORM:
 HOLDINGS:
 NOTES:

NEWSWEEK
 ** CURRENTLY BEING RECEIVED **
 # 2:167:2
 PER \$10 PER
 VOL. 5-88, 1935-76; VOL. 89, NO. 1-17, 1977; VOL. 89, NO. 19-22, 1977
 # 2:167:2
 PER \$10 PER/PHOTOC
 VOL. 85-87, 1975-76; VOL. 88, NO. 1-17, 1976
 CURRENT ISSUE ON RESERVE AT SERVICE COUNTER.

MINITEX

If a periodical article is not available here in Memorial Library, a copy of it can be obtained through the use of MINITEX.

MINITEX (Minnesota Interlibrary Telecommunications Exchange) allows students to obtain photocopies of articles from other libraries in the State of Minnesota at no charge.

If you wish to make use of MINITEX, more information is available at the Reference Room circulation counter.

ASSIGNMENT III

USING INDEXES, ABSTRACTS, AND PERIODICALS

1. State a topic for which you would like to do research. (You may use the same topic as in Assignment I or II.)
2. List the titles of 3 indexing or abstracting sources other than the Readers' Guide to Periodical Literature which may be used to locate information on your topic.
3. Using at least 2 sources other than the Readers' Guide to Periodical Literature, locate, bibliographic citations for at least 3 articles which are related to your topic. Give the following information for each.
 - a. title of article
 - b. author of article
 - c. title of periodical in which located
 - d. date of publication
 - e. page numbers
 - f. call number in MSU collection, if available. If not available, use N/A to indicate.
 - g. title of indexing or abstracting source used
4. Identify at least one newspaper article in the microform collection related to your topic and list the information as in part 3 above.

When you have completed this assignment, bring it to your instructor for discussion.

PRE/POST TEST

Answer these questions on the answer sheet provided. Do NOT write on this page. When you have finished, bring the test and your answer sheet to your instructor for evaluation.

1. Match the following terms to their most appropriate definitions. (4 points)

a. serial b. index c. abstract d. microform	1. a work whose parts are issued periodically with either numbers or dates, whereby they can normally be arranged. 2. a list of bibliographic citations whose entries contain summaries of the essential points of the listed materials. 3. a photographically reduced copy of an original work. 4. a list of bibliographic citations generally arranged by subject or topic.
--	--
2. State the main difference between an indexing source and an abstracting source. (1 point)
3. Tell the meanings for the following parts of an entry from the Reader's Guide to Periodical Literature. (6 points)

(a) Fragile Webb (b) il (c) Time (d) 89: (e) 24+ (f) Ja 13 '67
4. State in order of occurrence the 4 steps necessary for location of an individual periodical article. (4 points)
5. Give the meaning for the following parts of an entry from the "Public Service Serials Title List". (5 points)

a _____ b
 c _____ e
 d _____
 AP 2-11-78
 PERIODICALS
 VOL. 85-87, 1975-76; VOL. 88, NO. 1-17, 1978
 CURRENT ISSUE ON RESERVE AT SERVICE COUNCIL

ANSWER SHEET

1. a. _____

b. _____

c. _____

d. _____

2. _____

3. a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

4. a. _____

b. _____

c. _____

d. _____

5. a. _____

b. _____

c. _____

d. _____

e. _____

ANSWER SHEET

1. a. 1
b. 4
c. 2
d. 3
2. The major difference between an indexing source and an abstracting source is that an abstracting source contains a summary of the article, book, etc., while an indexing source does not.
3. a. title of article
b. illustrations
c. title of periodical
d. volume number
e. page number
f. date of publication
4. a. Identify an appropriate indexing or abstracting source related to the topic you are researching.
b. Locate bibliographic references to information on your topic.
c. Consult the "Public Service Serials Title List" to check MSU's collection for your specific title.
d. Locate articles
or use MINITEX for photocopies of articles not available at MSU.
5. a. periodical title
b. status of subscription
c. call number
d. location
e. library holdings

There are 20 points on this test. If you score 16 or more on the pretest, you may skip this package and go on to the next one. If you score 16 or more on the post test, you have successfully completed the package and are ready to go on to the next one.

APPENDIX E

LOCATING UNITED STATES GOVERNMENT PUBLICATIONS

Approximate time: 2 hours

INTRODUCTION

This package is designed to help you learn more about U.S. Government Documents and to help you learn how to locate them in the Mankato State University library collection.

The package consists of a self-instructional slide/tape presentation, and an activity assignment intended to give you hands-on experience using the U.S. Government Documents and their indexes.

When you have successfully completed the package, you should be able to locate information in U.S. Government Documents more efficiently.

OBJECTIVES

1. The student will become familiar with the U.S. Government Documents collection.
2. The student will be able to name the index used to identify and locate items in the U.S. Government Documents.
3. The student will be able to list the steps taken to locate a document in the index to the U.S. Government Documents.
4. The student will be able to identify specific items in an entry in the index to the U.S. Government Documents.
5. The student will be able to name sources of U.S. Government Documents available other than the general collection.

SCRIPT FOR SLIDE/TAPE KIT

Title: Government Publications

Map - arrow to gov. pubs. 3rd floor

Area shot of State and Urban materials area.

Area shot of U.N. Materials

Area shot of U.S. Documents

Title: United States Government Documents

Medium shot of U.S. Documents area

The Government Publications

Section on the Third Floor of Memorial Library is a three part collection of materials. In one area you will find the State and Urban materials collection. In another area, you will find the United Nations Publications. The largest section of the Government Publications section is devoted to United States Government Documents. Separate self-instructional packages are available to help you learn more about the State and Urban materials and the United Nations publications. This package will deal exclusively with the United States Government Documents collection.

Our library is an official depository for documents of the United States Government. This means we receive annually approximately 70-80 percent of all the materials published by the world's largest publisher of recreational, educational scientific and technical literature.

Collage of agriculture materials
 Collage of "extension office" stuff
 (Homemakers)
 Education materials
 Research materials

Census materials
 Statistical materials
 Medical materials
 Congressional materials
 Miscellaneous materials

Collage of gov. doc. indexes

Collage of Monthly Catalogs

Among these publications are many practical information resources for farmers, homemakers, teachers, researchers, and other groups.

The collection includes a vast variety of information on topics ranging from camping, hunting, and other sports, to census materials, to statistical and technical materials, to medical materials, to congressional and legislative materials as well as a wealth of other information resources of interest to student, researcher, or private citizen.

Although there are a variety of indexing tools used for locating specific information in the U.S. Government Documents collection, the only comprehensive index to this information is the Monthly Catalog of United States Government Publications, more commonly called the Monthly Catalog.

Although some form of index has been available since U.S. government documents first became available to the public, the current system,

1973 MC open to subject index

1973 MC open to main entry section

Title:

1974: author index, title index,
subject index

MS page of 1976 MC main entry
section

Formats may vary -

Procedures and information remain
the same.

Title: 1974 Monthly Catalog

while changing slightly over the years, has been in use since the late 1940's.

Previous to 1974, the Monthly Catalog contained a subject index toward the rear of the volume, and a main entry section toward the front of the volume.

Beginning in 1974, the index was expanded to include subject, author, and title sections.

In July, 1976, the format was modified again, this time making items in the main entry section more compatible with Library of Congress card catalog cards.

Regardless of the format with which you are dealing, you will use the same procedures, and will find the same information available.

In order to familiarize you with the two basic Monthly Catalog formats, we will look at two examples. First, the 1974 edition - although this format differs from those earlier which contain only a subject index, the procedures used are identical.

How do you locate U.S.
Government Documents using the
Monthly Catalog?

Let's assume you'd like information on Solar heating. First, locate the subject index toward the rear of the volume. Then look in the alphabetical listing for your topic - When you find solar heating, it tells you "see Heating". Apparently the index lists all heating materials together. Turning to heating, you find several entries for documents related to solar heating.

The first one listed seems to be related to your needs. To locate the call number for the item, note the entry number. Using this number (09566), turn to the main entry section toward the front of the volume. Notice the left margin. It contains a numerical listing of entry numbers. Locate the appropriate one (09566). This entry now gives you more information related to the document you wish. Here you find the title

74 MC - p. I-370, I-371 - pencil to
"subject index"

74 MC - p. I-371, pencil to
"solar heating"

74 MC, p. I-186, pencils to
"Heating"

74 MC, p. I-186, pencil to #2

74 MC p. I-186, highlight 09566

74 MC p. 47

74 MC p. 47 highlight

74 MC p. 47 entity numbers

74 MC p. 47 highlight 09566

09566
highlight title

highlight date

highlight agency

highlight Superintendent of

Documents number

NS1.33:So4

Is of student in gov docs stacks

Sept. '76, p. I-486

highlight subject index

highlight solar heating

highlight entry number

Sept. '76 MC, p. 92, highlight

46-4980

p. 92 highlight, Sup Doc #

ER1.2:So 4/4

publishing date

responsible agency

and, most importantly,

the

Superintendent of Documents number,

which is used like a call number to

locate a specific item on the

shelves.

Now using the number

NS1.33:So4, you could go to the

shelves for your item.

Using a Monthly Catalog pub-

lished since July, 1976, you would

use the same method, but the printed

format of the catalog is somewhat

different.

Turn, again, to the rear of

the volume for the subject index.

Locate an appropriate topic.

Identify the entry number

(76-4980).

Then turn to the main entry

section using the entry number to

locate your item.

Notice the new format of the

main entry section. The Superintendent

of Documents number is now centered

highlight title

highlight agency

highlight date

Title: ER1.2:So 4/4

Circulation area of 3rd floor

microcard area of microforms

room

Title: MINITEX

above the entry and printed in bold type. Then as in the earlier format, you can identify the title, responsible agency, and publication date.

Again, using the Superintendent of Documents number ER1.2:so4/4, you are able to find your item.

If you are unable to locate your item, be sure to check at the circulation desk on third floor. The item may be available in the microcard collection, or if not, a copy can be requested from another library through MINITEX.

Since the U.S. Government Documents collection is such a vast wealth of resources, we hope you will make use of it as often as possible.

ASSIGNMENT IV

FINDINGS AND USING U.S. GOVERNMENT PUBLICATIONS

1. State a topic for which you would like to do research. (You may use the same topic as in Assignment I, II, or III.)
2. Locate at least 3 U.S. Government Publications which are related to your topic. List the following information for each.
 - a. entry number
 - b. title
 - c. responsible agency, and author, if given
 - d. publishing date
 - e. Superintendent of Documents number
3. Who may check out U.S. Government Documents from Memorial Library? What is the circulation period for U.S. Government Documents?
4. If MSU does not own a document, how may you gain access to it?

When you have completed this assignment, bring it to your instructor for discussion.

PRE/POST TEST

Answer these questions on the answer sheet provided. Do NOT write on this page. When you have finished, bring the test and your answer sheet to your instructor for evaluation.

1. Mark T before statements which are true and F before statements which are false. (5 points)
 - a. MSU's Memorial Library is an official depository for U.S. Government Documents.
 - b. The index to the U.S. Government Documents lists items only by subject.
 - c. If a document is not available in Memorial Library, the patron must order it from the Government.
 - d. A patron could expect to find information on almost any topic in the U.S. Government Documents Collection.
 - e. U.S. Government Documents may be checked out by anyone who wishes them.
2. Give the title to the index to U.S. Government Documents. (1 point)
3. Name 2 sources of U.S. Government Documents other than the general collection. (1 point)
4. List the 4 steps to identifying and locating a document in the index to U.S. Government Documents. (4 points)
5. Name the following parts of an entry in the index to U.S. Government Documents. (8 points)

ANSWER SHEET

1. a. _____
b. _____
c. _____
d. _____
e. _____

2.

3. a. _____
b. _____

4. a. _____
b. _____
c. _____
d. _____

5. a. _____
b. _____
c. _____
d. _____

ANSWER SHEET

1. a. T
b. F
c. F
d. T
e. T
2. The Monthly Catalog of United States Government Publications (Monthly Catalog).
3. a. MINITEX
b. Microcards
4. a. identify an item in the index
b. identify the item number
c. locate the item number in the main entry section
d. identify the Superintendent of Documents number
5. a. item number
b. title
c. publication date
d. Superintendent of Documents number

There are 20 points on this test. If you score 16 or more on the pretest, you may skip this package and go on to the next one. If you score 16 or more on the post test, you have successfully completed the package and are ready to go on to the next one.

APPENDIX F

SPECIAL COLLECTIONS

Approximate time: 2 hours

INTRODUCTION

This package is designed to help you learn more about the special collections of material available to you in Memorial Library.

The package consists of a series of brief walking tours and an activity assignment.

When you have successfully completed this package you should be able to locate materials in all of Memorial Library's special collections.

OBJECTIVES

1. The student will be able to locate materials in the Minnesota Room.
2. The student will be able to locate maps in Memorial Library.
3. The student will be able to locate ERIC materials.
4. The student will be able to locate films, textbooks, and audio tapes in the Educational Resource Center.
5. The student will be familiar with U.N. Publications.
6. The student will be familiar with State and Urban Publications.

Complete the following self-instructional units:

<u>Title</u>	<u>Location</u>
ERIC	Educational Resource Center
Map Tour	Educational Resource Center
Educational Resource Center Tour	Educational Resource Center
Minnesota Room Tour	Second Floor
United Nations Publications	Room 1008
State and Urban materials	Room 1008

SCRIPT FOR SELF INSTRUCTIONAL TAPE

ERIC

This tape is designed to give you a brief introduction to the ERIC resources. Several times throughout the tape you will be given instructions and activities to perform. You must perform these tasks in order to become familiar with the ERIC materials.

When you hear this sound ***** turn off your recorder. Then restart it when you are ready to continue.

ERIC, the Educational Resources Information Center, provides easy access to up-to-date information in various fields of interest. The ERIC information gathering process is handled by a network of Clearinghouses throughout the United States, funded largely by the National Institute of Education. Each Clearinghouse has a certain scope which is reflected in its title. Turn to the inside back cover of one of the 1975 copies of Resources in Education on the table in front of you *** Here you will find a listing of names and addresses of the 16 ERIC Clearinghouses responsible for acquiring, reviewing, abstracting and indexing documents included in the ERIC Collection. Each Clearinghouse receives documents regularly from the National Institute of Education and other federal agencies, as well as professional organizations, state and local educational agencies, universities, commercial publishers, and individuals. Documents are reviewed according to content and format before being accepted into the system.

Since the ERIC system includes over 100,000 documents, the user must be familiar with the three publications used to access ERIC materials.

First, ERIC maintains a dictionary of its terminology called the Thesaurus of ERIC Descriptors. This publication is the key to the ERIC collection. It is updated and revised periodically to allow for new terms added to the language of education.

Second, Resources in Education, called RIE, is a monthly publication containing abstracts of each document included in the system. Materials are indexed using terms found in the Thesaurus, as well as by author and institutional source.

The third publication relating to the ERIC system is Current Index to Journals in Education, known as CIJE. This is a monthly, annotated index of articles appearing in over 750 education-related journals.

To access material in either RIE or CIJE, you must first locate the appropriate terms, known as descriptors, in the ERIC Thesaurus. Find a copy of the Thesaurus of ERIC Descriptors on the index table. ****

Here's how you use this publication. Suppose you want information on how photocopying and copyrights are related. Before we look in either of the indexes, we must make sure "photocopying" is an acceptable subject heading to use. Remembering that the Thesaurus is a dictionary of terms, and therefore uses an alphabetical arrangement, open the Thesaurus to "photocopying". *** Found it? Good! The first thing you should notice is that "photocopying" is in bold face, capital-lower case type. If you scan the page, you'll notice that some of the entries are all in capital letters, while others are capital-lower case. The size of type indicates the proper usage of the term. A word in capital-lower case indicates an improper term, and the word is followed by a "use" entry which gives the correct term. A word all in capital letters indicates a proper term, and the word is followed by a series of other terms which may be used as cross references.

Now, look at your example ... "photocopying" --- The word is in capital-lower case, so it's an improper term. The entry tells us "use 'Reprography'" --- so now, you need to find "Reprography" in the Thesaurus to find out more about the term. Look it up and when you've found it turn the tape on again. ****

Examine "Reprography" carefully. First, it's all in capitals so you can use it as a subject heading in the RIE and CIEJ. Notice that it is also followed by some other valuable information. Immediately below the entry you see an "SN". This is a SCOPE NOTE. The information included in s scope note explains the limitations or actual definition of the term as ERIC uses it. So by reading the scope note for "reprography", you learn that material classed as "reprography" includes "processes whose purpose is to replicate by optical or photomechanical mean previously created graphic or coded messages". In other words - photocopying!

Immediately beneath the scope note, you will see a "UF". This means USED FOR. The terms following a "UF" are not proper ERIC descriptors and the entry (in this case, "reprography") is used in place of these words. Reprography, therefore, is used instead of "duplicating", "photocopying", "xeroxgraphy", etc.

Beneath the "UF", you will see an "NT", meaning "NARROWER TERM". Words following "NT", are also proper ERIC descriptors, but are more specific than your original term. In your example, "micro reproduction" is more specific than "reprography" --- it is one small part of the whole subject.

After "NT", there follows a "BT" --- "BROADER TERM". These are proper ERIC descriptors, as are "NT's", but are broader, and less specific than the original term.

The last notation is "RT" --- "RELATED TERM". Terms listed as RT's

are cross-references to the original term. That is, they are related areas where you may find more information about similar subjects. Reading through the RT's for "reprography", you'll see "Computer Graphics", "Microforms", and other topics related to reprography. These are helpful for locating as much material on a topic as is possible.

Now that you have an acceptable term, you can go to the indexes to find the ERIC materials you need. Find the 1972 annual index (it's a big, light blue book). **** O.K.? The annual index actually contains three separate indexes --- The subject index, the author index and the institution index --- you want information on a specific topic so you'll use the subject index. However, if you wanted papers by a special author, or research done at a particular institution or organization, you could use one of the other indexes.

Since you want to know about "reprography", a subject, you'll use the subject index. Look up "reprography" to see if any documents were included on your subject in 1972. ****

Found it? Good. Examining the entry, you discover there were seven documents dealing with reprography entered in 1972. You want especially those dealing with copyrights, so read the titles to see if any are directly related to copyrights. ****

The first two titles reflect information relating to copyright and reprography. Just what you need. In order to locate these documents, you use the ED numbers located below and to the right of the titles. Make a note of these two titles and their numbers.

"Advisability of Adopting an International Regulation Concerning the Photographic Reproduction of Copyright Works," ED 066 179 and "Intergovernmental Copyright Committee (Eleventh Session, Geneva,

November, 1971) Report". ED 061 989

Now, find the Research in Education volumes for 1972. There should be two Jan.-June and July-Dec. For the annual volumes, the document resumés are usually bound in six month time periods. At the bottom of the book spine you will see the ED number span included in the volume. Locate the volume including the first number - ED 066 179. ****

You should have the July-December volume. Document resumés are arranged in numerical order - now locate in the volume, the number for the document you want - ED 066 179. **** Found it? Good. The resumé will tell you more about the document. Listed after the title are the following items:

- Sponsoring agency - In this case, United Nations Educational Scientific, and Cultural Organization. Paris (France)
- Report number - this is unique to government documents. You may not always find this entry.
- Note - this explains the nature or physical format of the document.
- EDRS Price - Tells how much the document is priced. MF (microfiche \$.65; HC (hard copy) \$3.29. If it should say "EDRS Not Available", you would know we DO NOT have the document on microfiche.
- Descriptors - These are more terms you can use to locate information on your topic in other areas.
- Identifiers - Further identification. These are not descriptors.
- The final entry is a summary of the document. Reading it will give you a brief idea of the contents. If you should want to read the entire document, you can locate it in microfiche form by again using ED number. At MSU we subscribe to the entire ERIC

collection and will probably have the document you wish.

One final word of caution - if you are using a monthly volume of RIE, you will find the indexes and the document resumé's in one volume, not split in two.

Now - although RIE is a major part of the ERIC System, there is a second index you should use as well, to cover the entire collection. This is the Current Index to Journals in Education (CIJE) located in the opposite side of the index table from RIE. Please go around and find the CIJE indexes now. ****

These indexes are not used to locate ERIC documents. They are used to assist you in finding journal or periodical articles relating to educational topics. Each monthly volume contains 3 major sections - a subject index, an author index, and a main entry section.

By using descriptors you found in the ERIC Thesaurus, you can locate articles in the subject index relating to your topic. Then using the EJ number given, turn to the main entry section to find more information about the article.

You will notice the main entry section does not contain a summary of every article. It contains, instead, the bibliographic information you need to find the article in the journal where it was published.

Using RIE and CIJE together you have thoroughly researched one source of information on your topic.

USING THE ERIC COLLECTION
THESAURUS OF ERIC DESCRIPTORS

121

- SN - Scope Note
 - gives basic limitations to terms
 - a brief definition
- UF - Used For
 - the entry is used in place of the terms following a "UF"
- NT - Narrower Term
 - proper ERIC descriptors
 - more specific than original entry
- BT - Broader Term
 - proper ERIC descriptors
 - less specific than original entry
- RT - Related Term
 - proper ERIC descriptors
 - cross references to original entry

Resources in Education (RIE)

Use descriptors from Thesaurus

- 4 parts - subject index
- author index
- institution index
- document resumes

Use ED numbers to locate titles in document resumes section

Contains summaries of documents

Current Index to Journals in Education

Use descriptors from Thesaurus

- 3 major parts - subject index
- author index
- main entry section

Use EJ numbers to locate titles in main entry section

Retrieval Information only - no summaries of documents

Study Guide

INDEX TABLE NO. 1

INDEX TABLE NO. 2

I. ERIC's chief publications

- A. Research in Education (RIE) - monthly issues
 - 1973 - olive green and white
 - 1974 - blue and white
 - 1975 - brown and white
 - 1. List of 16 ERIC clearinghouses - inside back cover
 - 2. Institution index - approximately 20 pages from back cover
 - 3. Author index
 - 4. Subject index
 - 5. Resumé (summary) section - first section
- B. Research in Education - cumulated volumes 1967-1974
 - 1. Index volumes
 - 2. Resumé volumes
- C. Thesaurus of ERIC descriptors
 - 1. ERIC descriptor groups and scope notes p.313
 - 2. Descriptor group display p.317
 - 3. Rotated descriptor display p.267
 - 4. Descriptor listing p.1
 - a) Learning Resources Centers p.134
 - b) Instructional Materials Centers p.119

II. Research Task

You have been assigned by your instructor to find recent research related to practice teaching in elementary schools; he has suggested that you check ERIC in the Educational Resource Center.

- A. First step - find the correct subject heading (descriptor) in ERIC's thesaurus. p.181
- B. Second step - look in one of ERIC's subject indexes (in 1972 for this project). p.646
- C. Third step - look for the resumé (summary) by ED number in a separate volume.
- D. Fourth step - read the original document from the microfiche in the blue filing cabinets in the Educational Resource Center.

SCRIPT FOR SELF GUIDED TOUR

MAP TOUR

Hi! This is your Map Librarian speaking and by courtesy of modern technology I am going to conduct you on a tour of the Map Room.

I hope it will be a profitable experience for you, because you will be introduced to many very good resources that will help you throughout your college career.

O.K. Let's get started. First, please orient the Map Room tour plan--(as you face into the Map Room "N" is to your right). The shaded area then is the Map Room Service Counter and Office Area. The other marked areas we will concern ourselves with as we take the tour. Let me remind you here that at any point you may turn off the tape and examine the resources to suit your own time and interest.

Now, as indicated, we will go over to the card catalogs and start our tour.

There are really two catalog units here. The one on the left has the author, subject, and title entries for the Maps only, each filed in a separate alphabet, behind white, pink, and green labels respectively. (pause) If you open catalog drawer no. 4 now, you will see many cards covered with a red-lined cello jacket. Maps represented on a card like this belong to the Army Map Depository collection and can be found in the straight-lined section on your plan, or in the tan cases right beside the catalog here. Cards without this cover represent Mankato State's own maps, and are distributed throughout the rest of the area. Open catalog drawer no. 19. (pause) Close to the front of the drawer you will find many cards with OS-T or OS-M penciled lightly at the top right corner. These letters mean "Oversize" for either the Army collection or that of MSU--and direct

the user to the two very large map cases lettered O.S. on your floor plan. (pause)

In the next catalog unit around to your right, are the card entries for the atlas collection--author, subject & title--again in separate alphabets. (pause)

Now, let's go find all the atlases which are on these cards, or in other words to the atlas collection itself. Walking to the left from the card catalogs brings us past the map cases to the atlas stands and to the other side of the room, #2 on the tour plan. (pause) As we walk along in the direction of the arrows we can review the small yellow labels on the front of each stand and can then easily determine the kind of atlas we will find in that particular case. The first four cases contain general world atlases, next come the atlases of continents and countries--N. A., Europe, Asia. Three cases standing at the back hold atlases with a foreign language text. Two book cases on either side of the pillar shelve atlases that are too small for the regular cases. Walking along as the arrow indicates brings us on to the rest of the continents: Africa, So. Amer., Australia, and then finally to the subject or thematic atlases, e.g., the Geologic atlas of the Rocky Mt. Region.

In passing, let me caution you that the atlas arrangement is for ease of use, and it is never in perfect numerical order, so if you cannot find what you are looking for please ask for help at the desk.

Face around now to the map cases. A little to the left, starting with Case no. 1 and continuing on through the next case you can follow a call number sequence from G 3000 to G 9999. On your plan these two cases are diagonally-lined. This is the part of Mankato State's Map collection which represents mostly, single maps on a particular theme, e.g. "The

Soils of Ohio", or "Landforms of the Near East". (pause) Turn off the tape and open some of the drawers if you would like to browse. (pause)

Beginning with case no. 3 and continuing around to case 8, the collection consists of topographic maps of most of the fifty United States. These are stored in another 3000 to 9000 sequence--not alphabetically by state name. To use these with success one must consult the index for the state in question and these indexes are filed alphabetically in a blue box on top of case no. 3. If you do not understand how the indexes work ask for help at the desk.

Because maps are hard to handle and some are used more than others, the numerical sequence is discarded, at times in favor of convenience. When this occurs a large card, inserted in the place the map ought to be, directs the user to the more convenient location. There is an example in Case 5, drawer 1. Open that drawer, please. (pause) The card on top refers you by call no. to Case 9, drawers 1 through 5, to Minnesota topographic maps which are stored in that case out of call number order.

Let's walk along the cases till we come to no. 9. Observe as we do this that all the labels carry call numbers and state names. (pause)

At No. 9 case, in the top five drawers, we find Minnesota's topographic quadrangles, and if you open the top drawer you will see the index map for the State of Minnesota. (pause) Case 10 holds Minnesota lake maps, county highway maps in two sizes and editions, and fire plans for Northern Minnesota.

Next, and to the right, this smaller 4 drawer case houses maps we have from various agencies and societies where our collection is enough to warrant keeping them together, e.g. the U.S. Bureau of the Census, the National Geographic Society. (pause)

About face now, and across the aisle, and we are at the Army Map Depository, the collection referred to by those red-lined cards we saw in the card catalog. Most of the Army maps are known as series maps, i.e. they are sectional maps of a large area, and must be used with an index map, too. Walk along and again you can observe the numbers grow from 3000 to 9000. When you come to case 14, stop. (pause about 7 seconds) Here in case 14, drawer 2 (Open it, please). (pause) The top two folders, part I and II hold the series entitled, "Northern Europe". If you open either folder you will see a small xeroxed map with green checks on it on top of the larger ones. This index map is a graphic description of the extent of that particular series and the checks indicate what we have of the total output. Maps in a series are usually arranged by a "grid" number or alphabetically by the name of the map sheet. (pause 6 seconds)

As the arrow on the tour plan indicates we walk around the tan cases, and around the card catalogs, so you can see the progression of the call numbers. (pause 7 seconds) The last case no. 18 is another "convenience case". It is out of sequence, and stores the collection of National Topographic System quadrangles of our neighbor, Canada, at three different scales. Here, too, one must use the indexes provided, and these are inside the drawers.

Now we have exhausted the flat floor cases and will turn our attention to the vertical files.

We are at number 5 on your plan.

Turn to your right a bit. This tall grey case, no. 19 has foreign country and city tourist type maps and brochures. They are filed by continent first, then by country and by city, in other words from the large to the small in any locality. The wide flat drawers at the base store

air photo mosaics, literary maps, and facsimiles of historical cartography.
(pause)

Next to this case are three air photo cabinets. Open one of them. Arranged in flight order, in kraft paper envelopes, the photos, cover selected counties of Minnesota and other areas of the United States. Air photos are fascinating and fun to use, so if you are interested and think they would help or add to a project, ask me for help to get started using them. (pause)

A short step around to the back of these cabinets will enable you to see the two large oversize cases and the drafting and light tables, at number 6. Although, the tables are used most frequently by geography and photography students, they are available to anyone who needs the kind of work space they provide.

Cross the room now to the row of seven vertical files. (long pause) Here is an alphabetical arrangement of various categories of uncataloged maps. These are the type acquired from service stations, chambers of commerce, and state governmental agencies.

Examine the labels and open some drawers. (slowly) Number 20 holds soil surveys, both text and maps, and a comprehensive file of Minnesota city maps. Number 21 has state road maps from Alabama to Wyoming. Twenty-two, twenty-three, and twenty-four cities of the United States filed first by state, then within the state by city name. Number 25 is a file of vacation and travel brochures, number 26 houses maps and brochures of Canada, aeronautical charts of many of our states, and number 27 a file of national and state forests, parks and Indian Res. Maps.
(pause)

The walking portion of our tour is completed and of necessity, it

has been a brief orientation to the Map Room, but we hope it will be of some help in the future.

Perhaps a word might be in order here on loan policies. All maps that belong to Mankato State circulate for a week. Because of their own regulations, the maps in the Army Depository do not circulate. Most atlases, although considered reference works, are circulated. Loan period--one week.

The Map Room hours are the same as that of the general library, and its collection is "open" too. By that I mean you are welcome to browse in the cases and files, but if you need help please ask-----we are also ready and glad to be of service, so call on us.

Now please rewind your tape before you return it to the service counter. Thank you for taking the tour and have a good day.

SCRIPT FOR SELF GUIDED TOUR

EDUCATIONAL RESOURCE CENTER

Welcome to the Educational Resource Center, oftentimes called the "ERC".

The ERC contains a wide variety of instructional materials, learning environments, and specialized staff. Here you will be able to locate research studies, curriculum guides, non-print audio-visual materials--including films, textbooks, and many other types of media related to the field of education and to other university fields and disciplines. This tour will help acquaint you with many wonderful resources and services available to you. Please follow the numbers on the ERC floor plan that was given to you. Between stops you will want to turn off the tape recorder, as you will find little or no information between areas. To begin the tour, please go to Tour Stop 1, the ERC card catalog, located by the main entrance.

The ERC card catalog contains information on all audio-visual non-print media and textbooks located in the ERC. These materials will also be found in the main card catalog on the first floor in the card catalog room. Audio-visual non-print media contained in the ERC are classified by two methods. Most of these materials are given a Library of Congress classification, or L.C. classification. This is the same system used for books on the second floor. The other classification method for audio-visual non-print media uses traditional call letter codes such as KT for kit, FS for filmstrip, etc., and is being phased out, eventually converting all media to a Library of Congress system.

There are three different sections to this card catalog. On the

left is the blue labeled section for textbooks, which are located in curriculum modules out in the general floor area. Note the subject area modules called curriculum modules on your floor plan. Stop your tape recorder and inspect some of the textbook catalog cards, and then start the tape again. (3 second pause) The middle section has pink labels and contains only a subject catalog to the older audio-visual non-print media. Note the cards in this section. This is the section of materials that will be re-classified into a more definitive system, the Library of Congress System. On the right is the white labeled section which is the main card catalog for audio-visual non-print media. This is the most up-to-date and contains subject, title, and author catalog cards classified with Library of Congress call numbers. Stop your recorder for a short while and inspect some of these cards. Note that each card has a call number in the upper left corner which begins with an ERC. This is the location identification Cards in the main card catalog on the first floor without an ERC note refer to books on the second floor. An exception would be the "L's" which are education books and are located in the ERC. If you have difficulty locating what you want, please ask a staff member at the ERC counter.

A few steps to the left will now bring you to the glass door of a tan module which we call the Sound Booth. This structure is a sound proof booth for producing audio tape recordings and for synchronizing sound-slide programs. It contains a four-track, open-reel stereophonic tape recorder, a synchronizing monaural cassette tape recorder, a stereophonic cassette recorder, a stereophonic turntable, a microphone, and a sound mixing control console. Any patron, student or faculty may use this facility. A reservation must be made at the counter ahead of time, however, and first time users will be personally instructed in its use by one of the

ERC staff. Those wishing to use this facility will have to supply their own recording tape. Now proceed around the corner to the Self-Instructional Laboratory, Tour Stop 2. Note this area on your floor plan. The large area is for individual use and self-instruction. Most people use this area for audio tape listening and drill in such areas as the foreign languages, office practice, individual lectures from professors, and for learning how to operate audio-visual equipment. Reserve audio tapes and AV equipment tote trays for this laboratory can be obtained from the front counter. At the other end of the Self-Instructional Lab is the Graphics Laboratory. Here, available for your use, are dry mount presses, paper cutters, an overhead transparency maker, a primary typewriter, and an opaque projector. This equipment is available for public use whenever the ERC is open. Tote trays for the dry mount process can be obtained from the front counter. Please remember that there are no supplies in this area and that you will have to supply your own. If you need help in producing graphic media, please feel free to ask one of the staff on duty.

Along the wall, in separate carrel-rooms, you will find various kinds of audio-visual equipment for people who want to learn how to operate them. Tote trays with keys, instructions and practice materials can be obtained from the main counter. After looking around this area, stop your tape and proceed to Tour Stop 3, Star Papers and Theses.

At Tour Stop 3 you will see two special collections, the MSU Theses, also called I.S.P.'s or Independent Study Papers, and Star Papers, also called Alternate Plan Papers. The Theses are grouped by Dewey Decimal numbers which can be identified through the main card catalog on the first floor by title, author, or subject. The Star Papers are grouped by departments and are listed in the computer printout book catalog which you will

find on the table in this area. Proceed to Tour Stop 4 at the end of the front counter.

At each end of the counter there is a microfiche reader, accompanied by our 16mm film catalog. The list is divided into five separate parts: a subject list, an abstract list, a producer's list, a series list, and an alphabetical title list. Generally speaking, most films in our collection can be viewed here in the ERC, in one of the viewing booths to your right. You will need an ID to exchange for headphones. If you wish to check a film out of the building, you will need to have a film permission card which can be obtained from the ERC front counter.

At the left end of the ERC front counter, at Tour Stop 5, is the location for checking out audio-visual and television equipment. Self-instruction laboratory tote trays and audio tapes on reserve are checked out from the right end of the ERC front counter.

Now proceed to Tour Stop 6, around to the right of the circulation counter. This side of the counter is the location for circulation of print and audio-visual non-print media resources found in the ERC collection. Please turn around. As you look down the aisle of audio-visual non-print media you will see phonograph records on the left and on the right. The ones on the left have Library of Congress numbers and the ones on the right have the older "RD"--recorded disc--code and number. In this area are listening carrels for both records and tape recordings. Walk down the aisle and notice how the various kinds of audio-visual non-print media kits, sound-filmstrips, etc., are shelved. The first group on the left starts with a classification letter "A" and they continue through to the end of the aisle and loop back on the right to the last category of "Z".

Proceed to Tour Stop 7, the Education Reference Area, opposite

the faculty offices. (3 second pause) In this area there are two high tables--one with the ERIC, the Educational Resources Information Center indexes which is part of a nation-wide databank of some 150,000 educational documents; and on the second table you will find other education indexes and audio-visual media indexes and guides. Within this area are many other important education references, all classified by Library of Congress and listed in the main card catalog.

Now, please proceed into the red carpeted area where you will find Tour Stop 8 and the Juvenile Book Collections for grades K-8. Here you will find fiction, non-fiction, biographies and easy readers. Note the card catalog and how the books are arranged. These materials are classified in the Dewey Decimal System. The fiction materials are arranged alphabetically by author's last name; the non-fiction by subject. Use this card catalog, as most of these materials do not appear in the main card catalog on the first floor.

At this point walk between the shelves to Tour Stop 8 in the curriculum textbook module area. Note your floor plan and how each module is arranged. To find a specific textbook, start with the ERC card catalog, blue-labeled drawers, near the entrance. Textbooks, teacher's guides, and other printed curriculum material cover grades K-12 and are grouped by subject. Curriculum guides and courses of study are kept in filing cabinets in each curriculum module.

Proceed to Tour Stop 10, which is the large education book collection, and is referred to as the "L's"--the Library of Congress classification for books relating to education. They are arranged by classification beginning with L, LA, LB, LC, and so forth, and are listed only in the main card catalog on the first floor.

The next stop is Tour Stop 11, the vertical file area. Beginning on the left with two brown file cabinets you will find occupational monographs and other related information. Next to these are six light tan file cabinets containing media producer and publisher catalogs.

Around the corner near the rest rooms and against the wood walls you will find the curriculum guide area. Stored in the long, flat drawers are microfiche of various curriculum guide collections. There are Curriculum Guide Indexes in the carrel which list the various guides in microfilm and microfiche forms. To the right you will find the Education Vertical files with special pamphlets and papers.

At Tour Stop 12, near the curriculum guide materials, you will find a block of blue and grey cabinets with long, flat drawers, and these hold the microfiche for the ERIC collection. To view the contents of any of these microfiche educational documents, take the microfiche into the viewing carrels that are along the wall. Any staff member will be happy to assist you in operating the microfiche viewers.

Walking over to Tour Stop 13 you will find the door to the Television Studio; the first room inside is the control room, and the next inside door is the studio area. The staff at the front counter will assist you in using these facilities if you have a project that requires mixing of various media and recording original material on video tape. Users of this studio facility must provide their own video tape and must reserve the facilities ahead of time. You may borrow a video tape from the ERC front counter for a week or so.

Note the location of other areas in the basement, such as the Technical Services (AV-TV repair) and Map Room.

This concludes the taped walking tour. If you have any questions

do not hesitate to ask any of the media staff. Please rewind the tape so it will be ready for the next person. Thank you.

SCRIPT FOR SELF GUIDED TOUR

CENTER FOR MINNESOTA STUDIES TOUR

The Center for Minnesota Studies, or the Minnesota Room, was created for the purpose of bringing together all the materials available that contribute to an understanding of Minnesota - its history, its politics and government, its economics and geography, its natural science. The room is a favorite spot for quiet study or for browsing. Please feel free to come here any time, whether you are using the Minnesota materials or not.

To your left after you have entered the room, you will see slanted shelves holding current periodicals. These periodicals are shelved alphabetically by title, not by classification number, as the periodicals on the third floor of this building are. Take a minute to browse the titles to get an idea of the type of periodicals found here. Turn off the recorder while you are browsing, and re-start the tape when you are ready to continue.

Now that you have an idea of what periodicals are found here, continue down the left wall approximately three quarters of the way. These bound periodicals are the older issues of the periodicals, also shelved alphabetically.

Now proceed further down the left wall. Here you will see a large amount of material in pamphlet boxes. These are state documents - publications of the State of Minnesota. You will note that they are also shelved alphabetically, according to the agency issuing them. If an agency publishes a great deal, the materials are filed in a number of boxes, and divided into divisions or sections. If you wish to find a particular pamphlet in one of these boxes, you can locate the information needed in the

card catalog in this room. While the pamphlets do not have a classification number as the books do, they are arranged so that you can locate the correct issuing agency.

Now walk back to the circulation desk. Facing the counter, you will see the card catalog, located immediately to your right. At the end of the tour, you will learn more about the card catalog and will have time to examine it at your leisure. For now, just note its location.

To the right of the card catalog you should see two cabinets which house some maps and historical atlases, and anniversary editions of Mankato area newspapers. These maps and atlases do not represent all of the Minnesota maps in the Memorial Library collection. These are only a sampling of the Minnesota materials which have been placed here for your convenience to help you locate places related to your research. Because maps require special cataloging and storage, and because many Minnesota maps are in general atlases, the majority of the Minnesota maps are found in the map room in the lower level of the library. If you have a special map project, be sure to go to the map collection downstairs.

The bound editions of the newspapers are also here for general interest browsing. Our collection has many more Minnesota newspapers, some of them dating back to the 1860's, but these are found in the periodicals collection and the microforms room on the third floor.

While you are at the atlas tables, take time to look up your home county in the 1874 illustrated historical atlas. It is the large, tattered and torn, faded maroon volume on the top of the smaller table. Turn off the recorder for a few minutes while you examine it, and when you're ready, re-start the tape.

Ready to go on? All right. You will have noticed that, in

addition to the walnut shelving around the outside of the room, there are also free standing shelves. The large arrow marks the beginning of the shelved books. Walk to the arrow and then proceed through the shelved area, browsing the books as you go. Examine a book or two, and you will notice that some of the books have no cards or pockets in them, and have "reference" or "not for circulation" labels on the inside front covers. If a book is so labeled, see if there is another copy of the same book with a card and pocket. We acquire Minnesota books in duplicate whenever possible so that there is always a reference copy to use in the room, and a circulation copy which may be checked out. When you use the Minnesota collection, if you cannot find a circulation copy of a book you wish, ask the Minnesota Room librarian. Oftentimes, xeroxing or a special overnight or short term checkout of a reference copy can be arranged for your convenience.

When you come to what appears to be the end of the shelved books, where the call numbers are about 977, proceed directly to the wall shelving across from the free standing shelves and continue around the outside of the room, clockwise. If you wish to browse the collection further, turn off the recorder and then re-start the tape when you are ready to continue.

O.K. - Now that you have an idea of where the materials are shelved in the Minnesota Room, you need to learn more about the information location aids available to you. Please return to the card catalog next to the circulation desk. If you scan the labels on the drawers, you will see that there are several types of information available in the card catalog; there are drawers containing author and title cards which make it possible for you to locate a book if you have either of these pieces of

information. There are subject cards so that you can locate information about a given topic. The drawers at the extreme right side of the catalog contain entries for the state documents found in the pamphlet boxes. If you find a particular document you are interested in, you can go to the shelves and locate the proper box, remembering that the boxes are arranged in exactly the same order as the yellow divider cards in the document drawers, which is alphabetically by agency. Remember that when you find the proper box, the pamphlets inside may not be arranged alphabetically, so you must be sure to look through the entire collection inside the box to determine if the pamphlet you wish is there.

Before you complete your tour of the Minnesota Room, please take time to look in some of the card catalog drawers. Even better, take time to locate a particular book or item of interest to you, to prove to yourself that you can locate the materials you need, using the card catalog.

Remember too, that there ARE some Minnesota materials elsewhere in the library, because form or nature of the materials, makes them impossible or impractical to house in the Minnesota Room. While the majority of the Minnesota books are here, remember that you may find more materials using the general card catalog on the first floor, and the special indexes, abstracts, and catalogs, elsewhere in the library.

When you come to the Minnesota Room again, we hope you feel at home. And, if you need assistance, do not hesitate to ask the Minnesota Room librarian!!

SCRIPT FOR SLIDE/TAPE KIT

USING THE UNITED NATIONS PUBLICATIONS

SLIDES

1
3rd Floor

2
collection

3
UN building

4
Plowshare

5
Demographic yearbook and
other reference books.

6
UN Statistical Yearbook

7
Population, p. 67

8
Egypt, p. 874

9
Yearbook of the UN

SCRIPT

Memorial Library houses numerous United Nations publications.

This collection is shelved on the west side of third floor, next to the federal publications.

A peaceful world is the paramount aim of the United Nations today, just as it was when the Organization was founded in the final weeks of the Second World War.

To foster economic and social development, the UN, its organs, and sixteen related agencies, publishes materials that are a result of combined international efforts. Memorial library maintains a collection of all UN proceedings and records from the General Assembly, Trusteeship, Security and Economic and Social Councils.

Specific reference works are published by the UN.

One of these, the United Nations Statistical Yearbook provides the latest available world data on economics; population and manpower, agriculture, trade, communication and other convenient summary international statistics.

The contents are arranged by subject, and by country for ready reference.

The principal annual reference work of the United Nations is the Yearbook of the UN. It contains a fully

10
p. 167

11
Yearbook of International Trade
Statistics

12
Yearbook of National Accounts

13
UNESCO Courier

14
IAEA materials

15
ILO materials

indexed, comprehensive account--organized by subject--of the discussions, decisions and activities of the UN and related intergovernmental organizations. Disarmament, outer space, atomic energy and international security are among the immense variety of topics covered.

Information about the Middle East crises may be located under the topic "The situation in the Middle East" in the Yearbook.

The Yearbook of International Trade Statistics is published yearly. It contains detailed data on imports and exports by commodity for 136 countries. Worldwide import and export trade is analyzed by principal countries of provenance and destination.

Another valuable UN publication is the Yearbook of National Accounts Statistics. Detailed national accounts estimates are given for 121 countries and areas.

A lavishly illustrated international magazine covering the arts, education, mass media and science for a wide general audience is the UNESCO Courier. The Courier is produced by the United Nations Educational & Scientific Organization in 15 languages.

The IAEA or International Atomic Energy Agency provides scientific information and scientific skills designed to promote the development of nuclear power and the use of radioisotopes in medicine, agriculture, hydrology and industry.

The ILO or International Labor Organization aims to establish lasting peace by promoting social justice through International minimum standards. Such subjects as wages, hours of work, ages for employment, conditions of work for various classes of

16
FAO materials

workers, social insurance, workmen's compensation, vacations with pay, industrial safety, employment services, labor inspection, and freedom of association are covered by the International Labor Organization.

17
weather book

If you are in need of information about the International Freedom from Hunger Campaign, you may look to publications of the FAO or Food and Agriculture Organization of the UN.

18
various publications

Climatological data is abundantly produced by the World Meteorological Organization.

19
catalog

Numerous other topics are covered by the United Nations Center for Trade and Development, the International Bureau of Education, the Organization for Economic Co-operation and Development, other UN organs and agencies.

20
WMO card

All publications are shelved by organization. A card catalog is maintained to make the materials accessible. Copies of these cards are also filed in the card catalog on first floor.

21
WMO topic

The catalog is arranged by organization.

22
Meteorology

title

23

subject

24
Big Red

and by series

25

To aid in locating specific subjects the Library of Congress Subject Headings book is a valuable tool.

26

Arranged alphabetically, it brings together all headings, dealing comprehensively with a particular subject. This helps guide one in locating the subject desired.

For example, if one were looking for

27
Undex

the subject, Meterology, the Library of Congress Subject Heading book would give you additional subject headings to search for materials under.

While the straight United Nations collection isn't catalogued, you may use the Undex which indexes all the UN conferences, treaties, proceedings and publications.

28
Handbook

To advise you on the use of the Undex, is this blue handbook.

29
Microcards

United Nations microcards are also available from 1946. These are depository records of all UN transactions and publications. They are most helpful when specific references are not readily available. Prints of microcards may be made for a minimal charge.

30
Check-out

All UN publications may be checked out for a period of two weeks. They are also renewable. If you have any problems, please feel free to ask for assistance from the reference librarians.

31
p. 81
UN Book

Remember, that the United Nations publications constitute a vast reservoir of substantive and technical knowledge of considerable value for all engaged in the study and practice of international affairs, whether at the level of administrator, educator, publicist, scientist, statistician or student.

SCRIPT FOR SLIDE/TAPE KIT

USING THE STATE AND URBAN PUBLICATIONS COLLECTION

SLIDES

(1) "live" shot of SUP collection sign above area

(2) "live" close-up of materials on shelves

- (3) traffic documents
- (4) urban renewal documents
- (5) housing documents
- (6) park documents
- (7) sewage documents
- (8) urban beautification documents
- (9) Map of third floor, arrow indicating location of SUP
- (10) Map of third floor, arrow indicating Gov. Pubs. section

(11) "live" shot of someone indicating Model Cities collection

(12) two indexes to collection

(13) close-up of subject index cover

SCRIPT

(1) The State and Urban Publications Collection contains material from states, regions, metropolitan agencies, counties, cities and townships. (2) Originally a small collection intended to serve as a resource tool for Urban Studies students and faculty, the collection of approximately 9500 documents has become comprehensive enough in scope to be used by city planning professionals and public administrators. Documents included in the collection cover such topics as (3) traffic, (4) urban renewal, (5) housing, (6) parks, (7) sewage disposal, (8) and urban beautification.

(9) The collection is housed on the third floor of Memorial Library and is part of the (10) Government Publications Division. It acts as a compliment to the collection of 110,000 documents produced by the U.S. government, since many of them also discuss the topics of housing, transportation, urban renewal and others.

(11) In 1973, a collection of Model Cities documents was obtained from the Library of the U.S. Department of Housing and Urban Development in Chicago. This collection of 7800 documents gives an added dimension to the State and Urban Publications Collection as one of only two sources of these documents available, the other being housed in the central HUD office in Washington, D.C.

(12) Two computer-produced catalogs serve as indexes to the collection. One is arranged in (13) subject order to aid the user seeking

(14) close-up of geographic index cover

(15) close-up of inside page of subject index

(16) close-up of entry, arrow indicating call number

(17) housing entry - arrow indicating related topics

(18) housing entry - arrow indicating entries

(19) housing entry - arrow indicating location

(20) housing entry - arrow indicating title

(21) housing entry - arrow indicating call number

(22) someone locating housing document on shelves

(23) close-up of inside page of geographic index

(24) Alabama entry - arrow indicating number

(25) Wyoming entry - arrow indicating number

(26) Washington, D.C. entry - arrow indicating number

(27) Minnesota entry

(28) Blue Earth County entry

(29) Mankato entry

(30) Mankato entry - arrow indicating call number

(31) someone locating Mankato materials on shelves

(32) someone checking out SUP document at circulation desk

information on a specific area, such as transportation. The second (14) index is arranged according to geographic location and is useful to patrons desiring information on a specific place such as St. Paul.

(15) The subject index is arranged alphabetically. (16) Items are arranged by call number under their subject heading. (17) For example, looking under housing, you would find, first, a list of related subject headings, and then a (18) list, in call number order, of all documents included under that subject. The entry includes (19) the place with which the paper is associated, and (20) the title of the document. After selecting those items of interest, note the (21) call numbers. The materials can then be located (22) on the shelves.

Within the (23) geographic index, entries are arranged alphabetically by state, with Alabama (24) being numbered 1 and (25) Wyoming numbered 50. The District of Columbia (26) is numbered 51. (27) Under each state, entries are arranged alphabetically by location, as well as by publishing agency. For example, material about Blue Earth County would be listed under (28) Minnesota - Blue Earth County, while material about Mankato specifically would be under (29) Minnesota - Mankato. To be sure you have covered the area completely, check all possible listings - county, city and township - associated with your location, as all materials are not cross-referenced and may be found in a variety of places. Once you have located the materials you wish, note the call (30) numbers. The material can then be located on the shelves. (31)

All materials included in the State and Urban Publications Collection may be (32) checked out for a period

(33) someone receiving assistance
to locate materials

of three weeks, and may be renewed
as well. If you need reference
assistance to locate the materials
you desire, ask one of the desk at-
tendants on third floor, who will
willingly help you find them. (33)

ASSIGNMENT V

SPECIAL COLLECTIONS

1. State a topic for which you would like to do research. (You may use the same topic as in Assignment I, II, III, or IV.)
2. Locate at least one item from each of the following collections and give a bibliographic citation for each:
 - a. Minnesota Room
 - b. Map Collection
 - c. ERIC Materials
 - d. Educational Resource Center

When you have completed this assignment, bring it to your instructor for discussion.

PRE/POST TEST

Answer these questions on the sheet provided. Do NOT write on this page. When you have finished, bring the test and your answer sheet to your instructor for evaluation.

Mark a T if the answer is true. Mark an F if the answer is false.
(20 points)

1. Students may not check materials from the Minnesota Room.
2. The Minnesota Room has a small collection of magazines.
3. There are only history materials in the Minnesota Room.
4. Minnesota Room call numbers are all Dewey Decimal System.
5. The Minnesota Room is a branch of the State of Minnesota Historical Society.
6. Maps may not be checked out.
7. The United States Geological Survey maps are available in the Map Room.
8. Aerial photos are available for circulation from the map collection.
9. Some atlases in foreign languages are included in the Map Collection.
10. ERIC means Educational Resources Information Clearinghouse.
11. A student must send away for materials needed from ERIC.
12. Materials in ERIC are valuable only to teachers.
13. Films may not be checked out by students.
14. Non-print items circulate exactly as print items.
15. Students may use the television studio by requesting an appointment.
16. Textbooks may be checked out from the Educational Resource Center.
17. State and Urban materials do not circulate.
18. There is one index for use in locating State and Urban materials.

19. United Nations materials are located by using the UNDEX.
20. United Nations materials circulate the same as United States documents.

ANSWER SHEET

1. _____
2. _____
3. _____
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20. _____

ANSWER SHEET

1. F
2. T
3. F
4. T
5. T
6. F
7. T
8. T
9. T
10. T
11. F
12. F
13. F
14. F
15. T
16. T
17. F
18. F
19. T
20. T

There are 20 points on this test. If you score 16 or more on the pretest, you may skip the package. If you score 16 or more on the post test, you have successfully completed the package.